Report of the Department of Public Instruction Bombay Presidency 1869-70

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BOMBAY BRANCH
OF THE
ROYAL ASIATIC SOCIETY.
TOWN HALL, BOMBAY.

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REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

FOR THE YEAR 1869-70.

ROYAL LIBRARY OF THE BOMBAY BRANCH

Expenditure.

The actual expenditure of the Department during the year 1869-70 was as follows :—

On what account.	From Imperial Funds. Rs. a. p.	From Local Funds. Rs. a. p.	Total. Rs. a. p.
Direction and Subsidiary Charges	*39,920 4 1	660 0 0	40,580 4 1
Inspection and ditto ...	†1,32,381 9 9	21,254 4 2	1,53,635 13 11
Instruction (including all Educational Expenditure not coming under the above heads)	‡7,19,271 2 8	8,95,399 6 9	16,14,670 9 0
Total.....	8,91,573 0 1	9,17,313 10 11	18,08,886 11 0

* This includes Salaries and Travelling allowances (Rs. 35,013-13-9) drawn by the Director of Public Instruction and his Establishment, amount spent on Contingencies (Rs. 3,313-4-2), and Books issued gratis (Rs. 1,593-2-2).

† This includes Salaries drawn by Inspectors, Assistant Inspectors, Deputy Inspectors, and Assistant Deputy Inspectors, and their Establishments, also Travelling allowances and Contingencies.

‡ This includes Salaries of Professors and Masters, Scholarships, actual expenses of the Book Department (after deducting the proceeds (Rs. 1,03,769-9-7) of sale of books, &c. repaid into the Treasury during the year), Translation Department, Grants for building School-houses, Grants-in-aid to Private Institutions, Contingencies, expenditure on Education from Dakshina Fund, and other miscellaneous charges.

N.B.—The expenditure of Rs. 9,307-12-3 on account of the Reporter on the Native Press, Rs. 2,984-1-1 on account of compilation of Government Gazetteer, and Rs. 5,350-6-7 on account of Dakshina to Brahmins and allowance to Dakshina Examiner, is not entered, as these are not Educational charges.

2. The total expenditure, as contrasted with that of last year, is shown below :—

	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
From Imperial Funds ...	*8,32,884 12 1	8,91,573 0 1	58,688 4 0	.....
From Local Funds ...	9,09,477 7 11	9,17,313 10 11	7,836 3 0	.....
Total.....	17,42,362 4 0	18,08,886 11 0	66,524 7 0	.....

* Exclusive of the following items deducted in both years as not being Educational charges :—

	Rs. a. p.
Expenses on account of the Establishment of the Reporter on the Native Press.....	6,659 2 1
Ditto on account of the Gazetteer, Bombay Presidency.....	1,632 12 4
Ditto on account of Dakshina to Brahmins and Fee to Dakshina Examiner.....	5,766 5 7
Total	14,058 4 0

3. The following Table explains the variation in Imperial Expenditure :—

	Actual Expenditure from Imperial Funds.			
	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Direction and Subsidiary Charges	36,039 9 0	39,920 4 1	3,880 11 1	.....
Inspection and ditto	1,34,696 14 8	1,32,381 9 9	.....	2,315 4 11
Instruction (including all Educational Expenditure not coming under the above heads)	6,62,148 4 5	7,19,271 2 3	57,122 13 10	.....
Total.....	8,32,884 12 1	8,91,573 0 1	61,003 8 11	2,315 4 11
		Deduct Decrease.....	2,315 4 11	
		Not Increase.....	58,688 4 0	
Detail of variation on Instruction.				
Government Colleges and Schools { General	4,09,079 3 3	4,23,446 5 4	14,367 2 1	.....
Government Colleges and Schools { Special	91,899 9 2	1,12,029 0 4	17,129 7 2	.....
Grants-in-aid to Private Colleges and Schools { General.	49,065 14 4	60,967 13 2	11,901 14 10	.....
Grants-in-aid to Private Colleges and Schools { Special.	20,271 12 2	22,411 5 2	2,139 9 0	.....
Carried forward.....	5,73,316 6 11	6,18,854 8 0	45,538 1 1	.....

	Actual Expenditure from Imperial Funds.			
	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward.....	5,73,316 6 11	6,18,854 8 0	45,538 1 1	.....
Special Allowance to European and Eurasian Students...	10,642 0 10	19,821 2 3	9,179 1 5	.....
Translation Department	10,154 11 6	10,507 9 8	352 14 2	.....
Book Department	24,976 4 1	38,046 4 5	13,070 0 4	.....
Encouragement to Literature	10,061 10 0	9,079 7 6	.....	982 2 6
Building	27,926 8 8	18,453 0 11	.....	9,473 7 9
Expenditure on Education from Dakshina Fund	2,812 13 5	2,909 1 6	96 4 1	.....
Allowance to Drs. Bühler and Kielhorn for purchase of Sanskrit Manuscripts	1,932 13 0	1,600 0 0	.....	332 13 0
Miscellaneous	325 0 0	.....	.....	325 0 0
	6,62,148 4 5	7,19,271 2 3	68,236 5 1	11,113 7 3
Add Charges on account of Direction and Inspection ...	1,70,736 7 8	1,72,301 13 10	3,880 11 1	2,315 4 11
Total.....	8,32,884 12 1	8,91,573 0 1	72,117 0 2	13,428 12 2
			Deduct Decrease.....	13,428 12 2
			Net Increase.....	58,688 4 0

The causes of the increase in Imperial expenditure are—(1) the full salaries of some of the higher appointments have been drawn this year (compare page 20, para. 28 of last year's Report); (2) the expenditure on grants-in-aid, including the allowances to sons of Indo-Britons, has advanced nearer by more than 23,000 rupees to the limits of the sanctioned grant; (3) part of the increase to higher School establishments sanctioned in 1868 has been used; (4) the expenditure of the Book Department appears higher because a smaller sum was repaid into the Treasury, more outlay being required for stock.

4. The expenditure from Local Funds during the year under report is shown below in contrast with that of 1868-69. The Table has been arranged under heads, so that the nature of the different sources of expenditure may be readily understood:—

ROYAL ASIATIC SOC

Divisions.	1868-69.	1869-70.	Increase.	Decrease.
Central Division.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
From 1. Fees of Imperial* Schools	85,295 8 2	97,385 2 0	12,089 9 10	.....
2. Educational Cess	2,31,004 14 11	2,21,296 4 3	.....	9,708 10 8
3. People's Subscriptions to Schools	3,389 15 6	3,114 15 10	.....	274 15 8
Ditto ditto to School-buildings	7,268 12 0	2,700 15 0	.....	4,567 13 0
4. Assignments from Municipal Funds	1,860 14 8	2,071 15 8	211 1 0	.....
5. Endowment Funds, viz. :—				
Elphinstone Funds	69,118 3 4	39,755 1 3	.....	2,710 7 5
Grant Medical College Fund		2,670 12 0		
Dhoolia English School Fund		2,872 14 8		
Other Minor Funds		1,109 0 0		
Total	3,97,938 4 7	3,72,977 0 8	12,300 10 10	37,261 14 9
Northern Division.				
From 1. Fees of Imperial Schools	12,189 0 3	12,210 14 11	21 14 8	.....
2. Educational Cess	1,66,012 8 11	2,11,731 11 9	45,719 2 10	.....
3. People's Subscriptions to Schools	1,676 14 11	2,235 0 0	558 1 1	.....
Ditto ditto to School-buildings	20,304 13 0	.....	.....	20,304 13 0
4. Assignments from Municipal Funds	9,646 1 3	7,986 15 9	.....	1,659 1 6
5. Endowment Funds, viz. :—				
GujarathiProvincial College Fund	5,240 3 11	1,983 1 7	.....	2,019 12 8
Other Minor Funds		1,237 5 8		
6. Funds of Native States :—				
Kattiawar Educational Fund	55,866 13 5	61,738 11 7	5,871 14 2	.....
Rewa Kanta Educational Fund	749 4 11	1,159 12 9	410 7 10	.....
Total	2,71,685 12 7	3,00,283 10 0	52,581 8 7	23,983 11 2

	Southern Division.										
From 1.	Fees of Imperial Schools	5,330	7	5	13,604	13	2	8,274	5	9	.....
2.	Educational Cess	1,30,834	12	10	93,977	4	3	.....			36,857	8	7
3.	People's Subscriptions to Schools	3,172	9	1	2,101	0	4	.....			1,071	8	9
	Ditto ditto to School-buildings	11,037	15	6	3,473	5	9	.....			7,564	9	9
4.	Assignments from Municipal Funds	2,358	7	3	2,606	9	3	248	2	0	.....		
5.	Endowment Funds, viz. :—												
	Belgaum Sirdars' High School Fund	4,333	14	2	5,656	15	1	1,323	0	11	.....		
	Dharwar English School Fund	80	0	0	220	0	0	140	0	0	.....		
6.	Funds of Native States :—												
	Kolhapur	23,912	1	1	32,267	1	1	8,355	0	0	.....		
	Meeraj	869	4	5	3,549	12	5	2,680	8	0	.....		
	Mudhol	1,047	15	4	1,529	10	8	481	11	4	.....		
	Local Funds of these States	762	8	0	3,682	11	7	2,920	3	7	.....		
	Total	1,83,739	15	1	1,62,669	3	7	24,422	15	7	45,493	11	1
	Sind Division.												
From 1.	Sind Scholarship Fund	788	0	0	1,116	12	5	328	12	5	.....		
2.	School Fee Fund	5,414	15	6	9,411	3	7	3,996	4	1	.....		
3.	Educational Cess or Jagheer Fund	3,099	3	4	.....			.....			3,099	3	4
4.	Educational Deposit or Municipal Fund	14,730	6	9	20,763	5	7	6,032	14	10	.....		
5.	One Anna or Local Cess Fund	26,547	6	1	50,092	7	1	23,545	1	0	.....		
6.	Contribution for Local Works	5,533	8	0	.....			.....			*5,533	8	0
	Total	56,113	7	8	81,383	12	8	33,903	0	4	8,632	11	4
	Grand Total	9,09,477	7	11	9,17,313	10	11	1,23,208	3	4	1,15,372	0	4
								Deduct Decrease			1,15,372	0	4
								Net Increase			7,836	3	0

* Imperial Schools are Government Schools which have each a separate grant of Imperial money, and are thus distinguished from the Government Schools supported from the lump grant to Vernacular Education, the fees of which are credited to the Educational Cess.

It will be observed that the increase in the expenditure of Local Funds over that of last year is a very small one. But this is the net result. On examining the details, it will be found that the increase in the Northern Division is great. Again, while the net result in the Central Division is a decrease, this is chiefly the result of better economy in the expenditure of the Elphinstone Funds; and while there is a large decrease on Buildings, the expenditure on Instruction, on the contrary, shows an important increase (see Inspector's Report, para. 3). The same remark applies to the Southern Division. And in the Northern Division there is a small increase in expenditure on Buildings, and a large one on Instruction. The progress of the year may, therefore, be said to have been obtained by a transfer of funds from Building to Salaries. In future years I trust that funds may be found for both; but the operation of the fund was slightly contracted in 1869-70, in order to accumulate a reserve fund to guard against unforeseen accidents. To the expenditure of the year, therefore, should properly be added Rs. 67,500, actually invested in Government Loan Notes.

5. The total sum (exclusive of balances) which formed the administrable income of the Educational Department in 1869-70, was—

	Rs.	a.	p.
Imperial Grant	8,91,573	0	1
Fees	2,20,963	0	0
*Educational Rate or Cess	6,66,973	1	11
Funds of Native States	1,06,847	8	6
People's Subscriptions	27,698	3	10
Assignments of Municipal Funds	32,007	0	10
†Endowment Funds	35,398	6	1
Miscellaneous Receipts	355	8	7
Total	19,81,815	13	10
Deduct—Imperial Grant	8,91,573	0	1
Total of Fund raised locally	10,90,242	13	9

* The Educational Rate or Cess is one-third of the anna levied for local purposes in addition to each rupee of land assessment.

† Interest of Funds—Fees of endowed Institutions not included.

It thus appears that while the Grant from the General Revenues of India was Rs. 8,91,573-0-1, the sum raised from the people of this Presidency in various ways, and administered by the Educational Department, was Rs. 10,90,242-13-9. To this latter sum may be added the expenditure of the Managers of Private Schools from their own resources, exclusive of the State Grant-in-aid, and administered by themselves, respecting which more careful information has been collected than heretofore.

The return of this Expenditure is :—

Central Division ..... North-East Division	2,86,248	9	5
Northern Division	1,26,279	11	4
Southern Division	18,480	10	6
Sind	45,277	8	2
	4,76,286	7	5

The total amount of local income is, therefore, Rs. 15,66,529, and the local expenditure (including invested reserves) is Rs. 14,61,100.

6. Objects of Expenditure on Instruction during the year 1869-70 :—

	From Imperial Funds.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
I.—Institutions supported or managed by Government.			
Colleges.			
Elphinstone College (Endowed)	38,575 4 6	30,366 8 1	68,941 12 7
Deccan College.....	42,230 6 11	695 9 0	42,925 15 11
Poona Civil Engineering College	41,489 15 6	441 0 0	41,930 15 6
Grant Medical College...	24,925 3 11	2,670 12 0	27,595 15 11
Law School	7,544 0 4	.....	7,544 0 4
Gujarathi Provincial College (Endowed)	3,722 13 8	1,983 1 7	5,705 14 10
Total.....	1,58,487 12 5	36,156 14 8	1,94,644 11 1

	From Imperial Funds.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
High Schools.			
* Elphinstone High School (Endowed)	30,776 0 0	9,388 9 2	40,164 9 2
Poona High School	13,757 9 6	7,038 7 3	20,796 0 9
Surat High School	12,437 0 0	4,044 8 11	16,481 8 11
Ahmedabad High School...	10,771 3 7	4,223 8 4	14,994 11 11
Ratnagiri High School ...	9,163 11 9	3,255 0 6	12,418 12 3
Belgaum High School (Endowed)	8,903 5 2	5,656 15 1	14,560 4 3
Dhoolia High School	6,268 0 0	2,872 14 8	9,140 14 8
Ahmednuggur High School (aided from Local Funds)	1,890 0 0	5,709 10 2	7,599 10 2
Rajkote High School (Native State).....	.....	7,219 14 11	7,219 14 11
Kolhapur High School (Native State)	.....	9,713 7 3	9,713 7 3
Hydrabad / Kurrachee	6,808 7 6	14,539 10 5	10,452 1 11 / 10,896 0 0
Total.....	1,00,775 5 6	73,662 10 8	1,74,438 0 2
Middle Class Schools, 1st Grade.			
Imperial Schools (24)	33,482 6 4	41,418 5 10	74,900 12 2
Endowed Schools (6)	4,147 10 4	8,303 0 3	12,450 10 7
Foreign State Schools (2).	.....	4,211 7 2	4,211 7 2
Vernacular Grant Schools (16)	6,822 11 7	20,778 9 5	27,601 5 0
Total.....	44,452 12 3	74,711 6 8	1,19,164 2 11
2nd Grade.			
British Vernacular Grant Schools	3 4,830 8 2	76,501 14 6	1,11,332 6 8
Foreign State Schools.....	.....	10,075 4 0	10,075 4 0
Total.....	34,830 8 2	86,577 2 6	1,21,407 10 8

* The appearance made by the Elphinstone High School this year is the last mark of the management of the Elphinstone Funds by Trustees. This will not recur. The facts about this fine school are that the fee collections were Rs. 20,943, and with the interest of the Endowment Fund, Rs. 5,790, should have made up the local receipts to Rs. 26,733, or nearly two-thirds of the whole cost of the school.

	From Imperial Funds.			From Local Funds.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Lower Class Schools.									
For Boys	1,54,430	15	10	4,87,939	9	7	6,42,370	9	5
For Girls	8,151	0	2	31,422	10	1	39,573	10	3
Total	1,62,582	0	0	5,19,362	3	8	6,81,944	3	8
Vernacular Training Colleges.									
Ahmedabad	6,026	6	2	1,420	0	0	7,446	6	2
Poona	10,587	9	0	3,567	14	9	14,155	7	9
Belgaum	4,643	13	11	4,461	14	11	9,105	12	10
Total	21,257	13	1	9,449	13	8	30,707	10	9
Vernacular Training Schools.									
Surat	418	2	10	5,092	2	1	5,510	4	11
Hydrabad	1,729	12	2	2,444	9	0	4,174	5	2
Sukkar	1,942	5	3	1,339	0	2	3,281	5	5
Rajkote (Native State)	.....			3,883	13	9	3,883	13	9
Kolhapur (Native State)	.....			4,253	14	0	4,253	14	0
Total	4,090	4	3	17,013	7	0	21,103	11	3
Female Training Schools	8,290	9	2	80	0	0	8,370	9	2
Sind Engineering School at Hydrabad	708	4	10	1,366	0	8	2,074	5	6
II.—Private Institutions receiving Aid from Government.									
A.—*On the System of Payment by Results.*									
Colleges	.....			.....			.....		
High Schools	20,874	0	0	.....			20,874	0	0
Schools for Boys.									
Middle Class	16,920	8	0	.....			16,920	8	0
Lower Class	1,173	6	0	.....			1,173	6	0
Schools for Girls.									
Middle Class	2,138	0	0	.....			2,138	0	0
Lower Class	920	0	0	.....			920	0	0
Total	42,025	14	0	.....			42,025	14	0

	From Imperial Funds.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
* Scholarships for European and Eurasian Boys in High Schools and Colleges	19,821 2 3	.....	19,821 2 3
B.—*Not on the System of Payment by Results.*			
General. Bombay Education Society's Byculla Schools	6,021 15 2	.....	6,021 15 2
General. Ditto ditto Poona Branch Schools	2,520 0 0	.....	2,520 0 0
General. Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution Schools	6,000 0 0	.....	6,000 0 0
General. Mr. Rustomjee Jamsetjee Gujarathi Schools	3,500 0 0	.....	3,500 0 0
General. Female Schools in Poona aided from Dakshina Fund	900 0 0	.....	900 0 0
Special. Sir Jamsetjee Jejeebhoy School of Art	11,251 14 11	.....	11,251 14 11
Special. David Sassoon Reformatory	11,159 6 3	.....	11,159 6 3
Total	41,353 4 4	.....	41,353 4 4
Traslation Department	10,507 9 8	120 0 0	10,627 9 8
Book Department { Bombay	33,167 10 4	.....	33,167 10 4
Book Department { Sind	4,878 10 1	65 15 0	4,944 9 1
Encouragement to Literature	9,079 7 6	.....	9,079 7 6
Buildings	18,453 0 11	76,506 2 3	94,959 3 2
Expenditure on Education from Dakshina Fund	2,909 1 6	.....	2,909 1 6
Special Allowance for purchase of Sanskrit MSS.	1,600 0 0	.....	1,600 0 0
Miscellaneous	.....	327 10 0	327 10 0
Total	80,595 8 0	77,019 11 3	1,57,615 3 3
Grand Total	7,19,271 2 3	8,95,399 6 9	16,14,670 9 0

* These were granted to boys who had passed a certain standard and were studying under certain conditions. They are, therefore, grants by results.

This statement has been much amplified as compared with those of former years, which were liable to lead to false impressions. The proportion between Imperial and Local expenditure is different in schools which have no local resource besides their fees, in endowed schools, and in schools of which the whole cost is borne by Native States. All these should, therefore, be entered separately. Again, it is proper to show distinctly the higher English Schools which Government has formally founded, and what I may call the makeshifts opened by borrowing from the Vernacular Grant. The second part of the Table now shows clearly what part of the grants on the system of payment by results is paid for High Schools, what for Middle Class, and what for Lower Class Schools. The third part enumerates all the Institutions to which grants are made not according to results. These are so few that distinctness is gained without prolixity by giving them in detail.

7. Results of expenditure on Instruction during 1869-70, showing number of Schools, Scholars, and Average Attendance in all grades:—

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
I.—Institutions supported or managed by Government.				
Colleges.				
Elphinstone College (Endowed)...	1	203	177	·87
Deccan College	1	77	75	·97
Poona Civil Engineering College..	1	73	63	·86
Grant Medical College.....	1	135	129	·95
Law School	1	68	53	·78
Gujarathi Provincial College (Endowed)	1	36·8	25·0	·67
Total	6	592·8	522·0	·88

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
High Schools.				
Elphinstone High School (Endowed)	1	851	711	·83
Poona ditto	1	343	282	·82
Surat ditto	1	283·3	251·3	·88
Ahmedabad ditto	1	196·5	163·5	·83
Ratnagiri ditto	1	227·5	197·3	·86
Belgaum ditto(Endowed)	1	221·16	184·85	·83
Dhoolia ditto	1	106	90·2	·85
Ahmednuggur ditto	1	150	134	·89
Rajkote (Native State)	1	103·1	90·6	·87
Kolhapur (ditto)	1	251·41	228·15	·90
Hydrabad	1	126·4	101·6	·80
Kurrachee	1	90·4	70·6	·78
Total	12	2,949·77	2,505·10	·85
Middle Class Schools. *1st Grade.*				
Imperial Schools / Endowed Schools	30	3,480·8	2,929·5	·84
Foreign State Schools	2	233·9	191·9	·82
Vernacular Grant Schools	16	1,346·06	1,072·06	·77
Total	48	5,061·76	4,203·46	·83
2nd Grade.				
British Vernacular Grant Schools.	103	12,462·9	9,909·6	·79
Foreign State Schools	16	1,505·6	1,199·4	·80
Total	119	13,968·5	11,109·0	·80
Lower Class Schools.				
For Boys	2,151	122,959·08	96,713·70	·78
For Girls	154	6,153·5	3,950·7	·64
Total	2,305	129,112·58	100,664·40	·78
Vernacular Training Colleges.				
Ahmedabad	1	60·6	41·0	·68
Poona	1	68·7	54·9	·80
Belgaum	1	79·3	62·25	·78
Total	3	203·6	158·15	·78

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
Vernacular Training Schools.				
Hydrabad	1	30	25·5	·85
Sakkur	1	19·63	15·92	·82
Rajkote (Native State)	1	38·8	34·2	·88
Kolhapur (ditto)	1	54·3	49·4	·90
Total	4	142·73	125·02	·88
Female Training Schools.				
Female Normal School, Bombay	1	Return not received.		
Ditto ditto Poona	1	7	6·2	·88
Total	2	7	6·2	·88
Sind Engineering School, Hydrabad	1	15·41	10·46	·67
Total	2,500	152,054·15	119,303·79	·78
Private Institutions receiving Aid from Government.				
High Schools	10	2,736	2,326·6	·85
Middle Class Schools	25	2,509·20	2,115·75	·84
Lower Class Schools	22	1,289·4	921·6	·71
Female Schools	25	2,150·6	1,645·8	·76
Special Schools.				
Sir Jamsetjee Jejeebhoy School of Art and Industry](The Drawing School)	1	70	49	·70
David Sassoon Industrial and Reformatory Institution	1	78	78	·100
	2	148	127	·85
Total	84	8,833·20	7,136·75	·80
Private Institutions not receiving Aid but under Inspection only.				
High Schools	...	.....	.....	.....
Middle Class Schools	14	1,252·8	1,031·8	·82
Lower Class Schools	81	5,342·9	4,034·4	·75
Girls' Schools	30	1,317·1	729·8	·55
Special Schools	5	48	38	·79
Total	130	7,907·8	5,834·0	·73
Police and Jail Schools	9	Return not received.		
Grand Total	2,723	168,855·15	132,274·54	·78

8. Increase of Schools and Scholars during the year under report:—

Grade of School.	Number of Schools.				Number of Scholars at end of the year.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
Government Institutions.								
High Schools	12	12	...	...	2,844	2,926	82	...
Middle Class Schools, 1st Grade	46	48	2	...	4,841	5,023	182	...
Ditto 2nd Grade	121	119	...	2	14,791	14,521	...	270
Lower Class Schools.	1,881	2,151	270	...	112,223	123,841	11,618	...
Girls' Schools	141	154	13	...	5,427	6,168	741	...
Training Colleges and Schools	8	7	...	1	368	336	...	32
Female Training Schools	...	2	2	...	.....	17	17	...
Sind Engineering School	1	1	...	...	2	13	11	...
Total	2,210	2,494	287	3	140,496	152,845	12,651	302
Private Institutions receiving Aid from Government.								
High Schools	10	10	...	...	2,747	2,695	...	52
Middle Class Schools.	21	25	4	...	2,138	2,604	466	...
Lower ditto	25	22	...	3	1,447	1,265	...	182
Girls' Schools	22	25	3	...	1,874	2,189	315	...
Special Schools. Sir Jamsetjee Jeejeebhoy School of Art and Industry	1	1	...	...	86	86	...	...
Special Schools. David Sassoon Industrial and Reformatory Institution	1	1	...	...	69	94	25	...
Total	80	84	7	3	8,361	8,933	806	234

Grade of School.	Number of Schools.				Number of Scholars at end of the year.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
Private Institutions not receiving Aid, but under Inspection only.								
Higher Schools	...	...	...	...	.....	.....	...	...
Middle Class Schools.	18	14	...	4	1,648	1,336	...	312
Lower Class Schools.	104	81	...	23	5,605	3,615	...	1,990
Female Schools	33	30	...	3	1,297	934	...	363
Special Schools	5	5	...	...	54	54	...	...
Total.....	160	130	...	30	8,604	5,939	...	2,665
Police and Jail Schools	...	9	9	...	.....	187	187	...
Grand Total.....	2,450	2,717	303	36	157,461	167,904	13,644	3,201

9. The net increase of Schools and Scholars is as follows :—

	Schools.	Scholars.
Government Institutions.....	284	12,349
Aided Institutions	4	572
Police and Jail Schools brought under inspection	9	187
	297	13,108
Deduct—		
Decrease in Inspected Institutions.....	30	2,665
Net Increase.....	267	10,443

10. The following Tables will show the advance made in Female education during the year under report:—

Female Schools.

Expenditure on Female Schools.

	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Imperial.....	12,559 1 8	12,309 0 2	.....	250 1 6
Local	21,709 1 0	31,422 10 1	9,713 9 1	.....
	34,268 2 8	43,731 10 3	9,713 9 1	250 1 6
Deduct Decrease.....			250 1 6	
Net Increase			9,463 7 7	

Increase in Female Schools and Scholars.

	Schools.		Increase.	Decrease.	Scholars.		Increase.	Decrease.
	1868-69.	1869-70.			1868-69.	1869-70.		
Government	141	154	13	...	5,427	6,168	741	...
Aided	22	25	3	...	1,874	2,189	315	...
Inspected	33	30	...	3	1,297	934	.....	363
	196	209	16	3	8,598	9,291	1,056	363

In the Central Division (Government Schools) there is no increase of schools, but there is an increase of 109 scholars; in the Northern Division there is an increase of 4 schools and 158 scholars; in the Southern Division of 2 schools and 202 scholars; and in Sind of 7 schools and 272 scholars

11. The following Table shows the awards made in 1868-69 and 1869-70, respectively, to Private Institutions on the system of payment by results :—

No.	Name of Institution.	Average Attendance during 1869-70.	Amount.							
			1868-69.			1869-70.			Increase.			Decrease.		
	High Schools.		Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
1	General Assembly's Institution, Bombay	288	1,512	0	0	1,850	0	0	338	0	0	.....		
2	Free General Assembly's Institution, Bombay	341	1,791	8	0	1,122	0	0	.....			669	8	0
3	Church Missionary Society's Robert Money School, Bombay	298	1,741	0	0	1,618	0	0	.....			123	0	0
4	Bombay Scottish Education Society's Fort School	131	1,767	0	0	2,302	0	0	535	0	0	.....		
5	St. Mary's Institution, Bombay	301	2,755	0	0	4,636	0	0	1,881	0	0	.....		
6	Bombay Scottish Orphanage at Mahim, Bombay	33	1,394	0	0	1,485	0	0	91	0	0	.....		
7	Free Church Mission School, Poona	270	3,109	8	0	1,803	8	0	.....			1,306	0	0
8	Indo-British School, Kurrachee	91·6	1,576	0	0	2,004	0	0	428	0	0	.....		
9	St. Patrick's School, Kurrachee	140	1,188	0	0	1,228	0	0	40	0	0	.....		
	Total.....	1,893·6	16,834	0	0	18,048	8	0	3,313	0	0	2,098	8	0
	Middle Class Schools.													
10	Indo-British Institution Boys' School, Bombay	25	255	0	0	265	0	0	10	0	0	.....		
11	St. Stanislaus's School, Bandora, Bombay	199	848	0	0	874	0	0	26	0	0	.....		
12	St. Xavier's School at Cavel, Bombay	307	1,487	0	0	1,861	0	0	374	0	0	.....		
13	St. John's School, Colaba, Bombay	20	.....			366	0	0	366	0	0	.....		
14	Diocesan Boys' and Girls' School, Byculla, Bombay.	64·5	1,112	0	0	816	0	0	.....			296	0	0
15	St. Peter's Diocesan School, Mazagon, Bombay	16	112	0	0	76	0	0	.....			36	0	0
16	Bombay Scottish Education Society's Branch School, at Byculla	Return not received.	Did not exist this year.			376	0	0	376	0	0	.....		
	Carried forward	631·5	3,814	0	0	4,634	0	0	1,152	0	0	332	0	0

No.	Name of Institution.	Average Attendance during 1869-70.	Amount. 1868-69.	1869-70.	Increase.	Decrease.
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	Brought forwards.....	631·5	3,814 0 0	4,634 0 0	1,152 0 0	332 0 0
17	Pensioners' Boys' School, Poona	17·2	170 0 0	291 0 0	121 0 0	.....
18	Poona Day or Bishop's School	76·2	586 0 0	1,353 0 0	767 0 0	.....
19	St. Vincent's Boys' School, Poona	108	936 0 0	1,438 0 0	502 0 0	.....
20	S. P. G. School, Egutpoora...	13	125 0 0	132 0 0	7 0 0	.....
21	African Asylum English Teaching School, at Sharanpoor, Nassick	45	318 0 0	133 0 0	.....	185 0 0
22	Ditto ditto Anglo-Vernacular ditto	87	527 0 0	786 8 0	259 8 0	.....
23	European and Eurasian School at Sholapoor	14·7	Did not exist this year.	126 0 0	126 0 0	.....
24	Irish Presbyterian Mission School, Ahmedabad	137·0	1,245 8 0	1,411 0 0	165 8 0	.....
25	Ditto ditto Surat...	183	2,286 8 0	1,589 8 0	.....	697 0 0
26	Framjee Motabhai's School, Surat	104·9	.....	423 8 0	423 8 0	.....
27	Belgaum Convent School ..	65	292 0 0	537 0 0	245 0 0	.....
28	Belgaum Pensioners' School.	39·15	351 0 0	668 0 0	317 0 0	.....
29	Kurrachee Mission School...	74	589 0 0	626 8 0	37 8 0	.....
30	Hydrabad ditto ...	91	1,364 0 0	622 0 0	.....	742 0 0
	Total...	1,686·65	12,604 0 0	14,771 0 0	4,123 0 0	1,956 0 0
	Primary Schools.					
31	Church Missionary Society's Vernacular School, Paidhooni, Bombay	49	51 4 0	36 14 0	.....	14 6 0
32	Ditto, Matoonga	32	40 4 0	37 10 0	.....	2 10 0
33	Ditto, Malabar Hill	25	30 8 0	18 0 0	.....	12 8 0
34	Ditto, Ketwadi	37	50 0 0	38 0 0	.....	12 0 0
35	General Assembly's Vernacular School, Bombay	...	34 4 0	Closed.	.....	34 4 0
36	Free Church Mission Vernacular School, Camp, Poona	70	128 2 0	114 8 0	.....	13 10 0
37	Church Missionary Society's Vernacular School, Malligaum	Return not received	96 0 0	111 2 0	15 2 0	.....
38	Ditto Sharanpoor	80	171 14 0	115 6 0	.....	56 8 0
	Carried forward.....	293	602 4 0	471 8 0	15 2 0	145 14 0

No.	Name of Institution.	Average Attendance during 1869-70.	Amount. 1868-69.	1869-70.	Increase.	Decrease.
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	Brought forward	293	602 4 0	471 8 0	15 2 0	145 14 0
39	Church Missionary Society's Vernacular School, Makhmalabad	...	52 8 0	Closed	.....	52 8 0
40	Irish Presbyterian Mission, No. I., Ahmedabad ...	51	70 10 0	92 6 0	21 12 0	.....
41	Do. No. II. ditto	38	107 6 0	62 2 0	.....	45 4 0
42	Do. No. I. Gogo	69	87 12 0	59 12 0	.....	28 0 0
43	Do. No. II. do.	36	51 6 0	33 10 0	.....	17 12 0
44	Do. No. III. do.	13	22 8 0	10 0 0	.....	12 8 0
45	Do. No. I. Surat	82	107 4 0	91 6 0	.....	15 14 0
46	Do. No. II. do.	65	67 2 0	59 4 0	.....	7 14 0
47	Do. No. III. do.	62	94 4 0	67 10 0	.....	26 10 0
48	Do. No. IV. do.	30	23 4 0	32 8 0	9 4 0	.....
49	Do. No. V. do.	15	14 8 0	13 0 0	.....	1 8 0
50	Do. No. VI. do.	17	.....	14 4 0	14 4 0	.....
51	Do. Rajkote	35	42 0 0	31 8 0	.....	10 8 0
52	Dinsha Dosabhai's School, Surat	85	108 10 0	92 4 0	.....	16 6 0
53	Nassarwanji Punjaji's Boys' School, Surat	56	.....	62 8 0	62 8 0	.....
	Total.....	947	1,451 6 0	1,193 10 0	122 14 0	380 10 0
	Female Schools.					
54	Indo-British Institution Girls' School, Bombay	23	285 0 0	266 0 0	.....	19 0 0
55	St. Joseph's Girls' School at Cavel, Bombay	67	319 0 0	446 0 0	127 0 0	.....
56	St. Vincent's Native Female Orphanage at Bandora	77	Did not exist	531 0 0	531 0 0	.....
57	Convent School, Poona	171	1,439 0 0	1,308 0 0	.....	131 0 0
58	Poona Bishop's Girls' School.	20·8	356 0 0	309 0 0	.....	47 0 0
59	Free Church Mission Anglo-Vernacular School, Camp, Poona	48	340 0 0	255 0 0	.....	85 0 0
60	Do. Vernacular School, Aditwar Peith, Poona.....	75	115 0 0	119 12 0	4 12 0	.....
	Carried forward	481·8	2,854 0 0	3,234 12 0	662 12 0	282 0 0

No.	Name of Institution.	Average Attendance during 1869-70.	Amount. 1868-69.	1869-70.	Increase.	Decrease.
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	Brought forward	481·8	2,854 0 0	3,234 12 0	662 12 0	282 0 0
61	Irish Presbyterian Mission, No. VII., Girls, Surat	16	19 0 0	21 8 0	2 8 0	.....
62	DinshaDosabhai Girls' School, Surat	64	109 4 0	197 0 0	87 12 0	.....
63	Roychand Dipchand Girls' No. I., Surat.....	59	174 0 0	180 4 0	6 4 0	.....
64	Do. No. II., do.	44	112 0 0	160 12 0	48 12 0	.....
65	Do. No. III. do.	...	38 4 0	.....	.....	38 4 0
66	Nassarwanji Punjaji Girls' do.	3	.....	9 0 0	9 0 0	.....
67	Rao Bahadoor Maganbhai Girls' No. I., Ahmedabad..	74	.....	173 12 0	173 12 0	.....
68	Do. Girls' No. II., do. ..	34	.....	58 0 0	58 0 0	.....
	Total	775·8	3,306 8 0	4,035 0 0	1,048 12 0	320 4 0
	Grand Total	5303·05	34,195 14 0	38,048 2 0	8,607 10 0	4,755 6 0
				Deduct Decrease.....	4,755 6 0	
				Net Increase	3,852 4 0	

Besides the above, a Capitation Grant of Rs. 1,180, awarded to the African Asylum at Sharanpore (Nassick) during the year 1868-69, was paid in 1869-70.

12. Awards are not always drawn in the year for which they are made; and the actual disbursements from the Budget Grant of 1869-70 were as follows :—

Awards of 1868-69 paid in 1869-70... Rs. 14,776 2 0
Awards of 1869-70 paid in that year... ,, 27,249 12 0

Total... Rs. 42,025 14 0

13. The following Table shows the building operations during the year under report :—

	Commenced or carried on.	Completed.
New Buildings.		
Central Division	24	63
Northern do.	25	47
Southern do.	36	27
Sind do.		
Total.....	95	139
Alterations and Special Repairs.		
Central Division	(Number	not given)
Northern do.	1	13
Southern do.	11	7
Sind do.	...	3
Total.....	12	23

Special Grants in aid to private School-buildings were made as follows :—

St. Patrick's School, Kurrachee	Rs.	4,000	0	0
Ahmednuggur Normal School (American Mission).....	„	5,974	4	4
	Rs.	9,974	4	4

The whole expenditure on buildings from Imperial Educational Funds having been Rs. 18,453-0-11, it will be seen that only Rs. 8,478-12-7 were spent from public funds on Government School-buildings. This was one of the principal heads of expenditure to which the retrenchment orders of the Government of India were applied. The expenditure from Local Funds was Rs. 76,506-2-3.

The Department for the supply of School Books.

14. The transactions of the Book Department [illegible] divided into those of the Bombay Central Book Depôt [illegible]nd. those in Sind.

[illegible]awn from the Imperial Treasury fo[illegible] ex- [illegible] as Bombay [illegible] Depôt [illegible] Depôt was as below:—

		Rs.	a.	p.	Rs.	a.	p.
(a)	Curator's Salary ...	3,600	0	0			
	Establishment.....	4,849	11	3			
	House Rent.....	3,300	0	0			
	Insurance.....	3,350	0	0			
	Contingencies.....	8,069	7	8			
					23,169	2	11
(b)	Advance drawn for printing and purchasing School Books				99,498	4	0
(c)	Commission paid to Vendors				11,999	13	6
					1,34,667	4	5

15. The advance was repaid into the Treasury before the end of the year, and Rs. 2,001-6-1 in addition, the whole sum paid in from sale proceeds being Rs. 1,01,499-10-1. The commission appears as a disbursement, because, according to present practice, it is not treated as a deduction from profits, but disbursed as an after-payment to the Vendors.

16. The following is a Statement of the Books and Maps printed and purchased by the Depôt during the year:—

Language.	Number of Copies.	Amount.		
		Rs.	a.	p.
English	35,391	38,907	3	0
Latin	650	873	8	0
Anglo-Marathi	1,600	1,392	0	0
Anglo-Gujarathi	15,500	3,450	0	0
Marathi	233,813	45,027	10	1
Gujarathi	218,268	32,133	1	7
Canarese	107,513	22,244	4	0
Hindustani	9,308	2,571	0	0
Sanskrit	5,502	5,059	13	6
Miscellaneous	295	29	6	7
Total	627,840	1,51,687	14	9

17. The number and value of Books and Maps sold by the Depôt during the year was—

Language.	Number of Copies.	Amount.		
		Rs.	a.	p.
English	102,183	46,654	4	2
Latin	907	1,176	10	8
Anglo-Marathi	2,666	2,441	8	3
Anglo-Gujarathi	3,970	2,125	8	6
Marathi	194,921	49,118	9	3
Gujarathi	155,947	38,410	4	6
Canarese	36,090	8,093	2	3
Hindustani	5,393	1,163	12	7
Sanskrit	6,054	4,837	12	0
Miscellaneous	350	1,947	2	0
Total	508,481	1,55,968	10	2

18. It had been the practice up to the past year to enter a sum in the Educational Budget as "Expenses of purchase and publication of Books," and, treating it as a grant for the purpose, to forbid any excess of that sum to be drawn from

the Treasury. In December last the Curator had drawn almost the whole sum provided in the Budget, Rs. 1,00,000, and *although he had paid back into the Treasury Rs.* 95,555, *so that only about Rs.* 4,400 *were outstanding against him,* the Account Department was unable, under standing orders, to cash any more of his bills. The supply of school-books for the rest of the year would have been stopped if the Curator had not been allowed to pay Printers' bills from monies received for sales.

19. This will explain the following statement. The sum drawn from the Treasury was Rs. 99,498-4-0. The sum paid into the Treasury was Rs. 1,01,499-10-1. The total sum received for books sold, including a small balance for past years, was Rs. 1,58,379-9-11. The difference between the latter sums is Rs. 56,879-15-10. Of this difference, Rs. 4,690-3-1 were paid to Vendors as commission, and Rs. 52,189-12-9 were used in paying bills for printing and purchasing school-books.

20. To obtain the real bearing of the transactions of the year, it is necessary to deduct the Government capital used and repaid (Rs. 99,498-4-0) from the sale proceeds (Rs. 1,58,379-9-11). The balance is Rs. 58,881-5-11. But from this must be deducted Rs. 16,690-0-7 paid in all as commission or share of profits to Vendors. The remainder, Rs. 42,191-5-4, represents the actual proceeds remaining in hand, which might have been used to cover the whole expenses of establishment, but which, except Rs. 2,001-6-1 paid into the Treasury, were actually used to increase the stock. If part of these proceeds had been applied to defray the establishment charges, Rs. 23,169-2-11, there would still have been in hand, after paying all expenses, a sum of Rs. 19,022-2-5 applicable to the increase of stock.

21. The sum received for books actually sold during the year (Rs. 1,55,968-10-2) exceeds the price of production (Rs. 1,09,410-4-0) by Rs. 46,558-6-2.

22. The stock at the end of the year stands as follows:—

Value of balance of stock on March 31st 1869 (deducting Rs. 2,577-15-3 for loss by a reduction in price).....	Rs.	5,08,908	4	7
Value of stock printed and purchased in 1869-70.....	„	2,02,047	14	1
	Rs.	7,10,956	2	8
Deduct—				
Value of stock disposed of during the year... Rs. 1,58,379 9 11				
Value of Books written off ..... „ 243 1 10				
		1,58,622	11	9
Balance value of stock on March 31st 1870.....	Rs.	5,52,333	6	11

23. It will be observed from the following statement that additions have been made to the stock every year since 1867:—

Value of stock on March 31st	1867,	Rs.	4,77,616
Ditto ditto	1863	„	4,79,617
Ditto ditto	1869	„	5,11,297
Ditto ditto	1870	„	5,52,333

To effect these additions it has been the practice to re-invest nearly the gross sale proceeds. Thus, in the present year, even the commission paid to Vendors was disbursed from the Treasury, and the whole sale proceeds, except only Rs. 4,690-3-1, commission paid to Vendors direct, and Rs. 2,001-6-1, excess of advance repaid over that drawn from the Treasury, were re-invested.

24. The actual sum re-invested was Rs. 1,51,688-0-9. The books purchased with it are valued at Rs. 2,02,047-14-1. The difference is Rs. 50,359-13-4.

25. It is thus apparent that although only Rs. 2,001-6-1 were paid to Government as interest on the advance of capital, or as part payment of establishment expenses, yet either the profit on the books actually sold, or the sale value of the

additional stock acquired, would cover the whole of the establishment charges of every kind and leave a surplus.

26. It is also clear that the Depôt can be made independent of Government aid at any time by merely keeping up and not adding to the stock. It is necessary, however, to add to the stock, because every year adds to the number of schools to be supplied. But as the transactions increase, the ratio of cost of establishment to profits will decrease, and by careful observation it will probably be possible to meet from profits more and more of the establishment charges.

27. Under this view it has been arranged that the so-called grant, which is really an advance, shall cease to figure in the Budget and make the Grant to Education in Bombay look larger by one lakh than it really is, and that instead, the Depôt shall be allowed the use of Government capital on the condition that not more than Rs. 25,000 shall be outstanding at any time, and that all advances shall be repaid before March 31st. Consequently nothing more than the bare establishment charges will in future appear in the Budget, and these also will be covered from profits in the course of time.

28. For these results Government is largely indebted to Mr. Mahadeva N. Shirgamkar, the Curator. In April a European Officer of the Department was deputed to examine the stock of the Depôt, the accounts generally, and particularly those of the transactions carried on direct at the end of the year. The stock was found to be complete and in good order, and the accounts correct.

29. The stock of the Central Book Depôt was this year, for the first time, insured from loss by fire.

Book Department in Sind.

30. The Kurrachee Central Book Depôt performs for Sind the same function as the Bombay Depôt performs for the Presidency. The results of its transactions are better than those of last year. In 1868-69, besides the establishment charges (Rs. 300), Rs. 8,563-14-1 of public money were spent on book transactions, and Rs. 1,772-2-3 received by sales, while books

valued at Rs. 1,716-3-9 were issued gratis as prizes and class books. The expenditure of public money on book transactions in 1869-70 is shown as Rs. 7,148-9-7, and Rs. 2,269-15-6 were received by sales, while the value of books issued gratis decreased to Rs. 1,047-2-3. Prizes are in future to be paid for from fees, and class books by those who want them. The receipts will then cover a larger proportion of the outlay. But the Sind Depôt cannot be put altogether on the same footing as the Bombay Depôt until it has presses of its own for printing in the Arabic-Sindhi and Hindu-Sindhi type. The lithographic presses now used are both insufficient and unsatisfactory. There can be no question that if the Department prints its own school-books they can be supplied much cheaper than in any other way, and, according to a calculation recently made, the cost to Government of efficient appliances would be less than the present yearly net expenditure. It is to be hoped that the application lately made for a translating, printing and book-selling establishment for Sind will be favourably considered.

31. The following is a list of the works sold in Sind during 1869-70:—

	Number of Copies.	Selling Price.		
		Rs.	a.	p.
Sindhi Books	5,286	1,267	1	0
Persian	3,052	392	2	0
Urdu	58	8	9	0
Arabic	6	6	1	0
Gurmakhi	220	27	7	6
Hindu-Sindhi	1,872	220	10	0
Maps	2	1	0	0
Anglo-Sindhi	113	225	15	0
Others	345	139	2	0
Total	10,954	2,269	15	6

32. There are other items of expenditure coming under the Budget head of "Education, Science, and Art," which are not under the control of this Department. They are shown in the following Table:—

	Amount.			
	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
* Bombay University	63,151 1 2	51,531 6 3	.....	14,619 10 11
† Central Museum	6,591 7 4	4,666 10 4	.....	1,924 13 0
Grant to Mechanics' Institute.	150 0 0	150. 0 0	.....	.....
Grant to Agri-Horticultural Society	3,000 0 0	3,000 0 0	.....	.....
Grant to Bombay Branch Royal Asiatic Society	3,600 0 0	3,600 0 0	.....	.....
Grant to Botanical Gardens. .	14,253 7 1	13,025 15 0	.....	1,227 8 1
Grant to Geographical Society.	600 0 0	600 0 0	.....	.....
Passage-money and Outfit Allowance of a Government of India Scholar (*vide* Government Resolution, Education Department, No. 225 of 27th April 1869)	.....	1,500 0 0	1,500 0 0	.....
Remuneration and other Charges paid to Mr. H. Gayer for delivering in Bombay in good condition two Ipecacuanha plants	.....	59 10 8	59 10 8	.....
Amount paid to Mr. J. Burgess for photographing Caves and Temple of Nassick, as per Government Resolution No. 746 of 23rd March 1869.	.....	570 11 0	570 11 0	.....
Total	94,345 15 7	78,704 5 3	2,130 5 8	17,772 0 0

* Details of expenditure on the University are as follows :—

	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Allowances to Examiners	47,619 6 0	36,671 4 0	.....	10,948 2 0
Registrar and Establishment .	5,268 0 0	5,373 0 0	105 0 0	.....
Contingencies	13,253 11 2	9,187 2 3	.....	3,776 8 11
Total	66,151 1 2	51,531 6 3	105 0 0	14,724 10 11
			Deduct Increase.....	105 0 0
			Net Decrease	14,619 10 11

† Details of expenditure on the Central Museum are as follows :—

	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Salary of the Curator	4,300 0 0	2,400 0 0	.....	1,900 0 0
Establishment	1,950 8 0	1,836 0 0	.....	114 8 0
Contingencies	340 15 4	430 10 4	89 11 0	.....
Total.....	6,591 7 4	4,666 10 4	89 11 0	2,014 8 0
			Deduct Increase.....	89 11 0
			Net Decrease.....	1,924 13 0

The total expenditure, therefore, of public money on Education, Science, and Art in the year 1869-70 was Rs. 9,70,277 (£97,027). Looking back five years, I observe that the increase in scholars, and the means by which that increase has been obtained, stand as follows:—

	Number of Scholars.	Expenditure of Imperial Grant.	Expenditure of Local Funds.
		Rs.	Rs.
1865-66	100,215	9,32,184	5,94,903
1866-67	117,547	9,45,340	6,56,323
1867-68	137,937	9,35,444	8,02,907
1868-69	157,962	9,41,280	9,09,477
1869-70	168,496	9,70,277	9,84,813

It may be judged from these figures whether the Imperial or Local Funds should have most credit for the Educational progress of the last five years.

33. The cost per head on average daily attendance of pupils throughout the Presidency is in—

	To Government.			To Local Funds.			Total Cost.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
GOVERNMENT INSTITUTIONS.									
Colleges.....	303	9	11	69	4	2	372	9	0
High Schools—									
Government	46	1	5	25	14	11	72	0	5
Native State	.....			53	2	0	53	2	0

	To Government.			To Local Funds.			Total Cost.		
GOVERNMENT INSTITUTIONS —*continued.*	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
1st Grade Anglo-Vernacular Schools.									
Imperial and Endowed	10	12	8	14	4	2	25	0	10
Foreign	...			21	1	5	21	1	5
Vernacular Grant	6	5	9	19	6	4	25	12	1
2nd Grade Anglo-Vernacular Schools.									
British	3	8	2	7	11	6	11	3	8
Native State	...			8	6	4	8	6	4
Lower Class Schools.									
Boys'	1	9	4	5	0	9	6	10	2
Girls'	2	1	1	7	15	2	10	0	3
Vernacular Training Colleges.	134	6	6	59	12	0	194	2	6
Vernacular Training Schools.									
Government	88	10	5	91	5	5	180	0	0
Native State	...			97	7	0	97	7	0
Sind Engineering School, Hydrabad	67	11	4	130	9	7	198	4	11

In Schools aided on the system of payment by results the cost to Government per head on average daily attendance is in—

High Schools	Rs.	9	8	6
Middle Class Schools	„	8	12	1
Primary Schools	„	1	4	2
Female Schools	„	5	3	2

The cost of various grades of schools has been shown somewhat more distinctly than in previous Reports.

34. To make these statistics more interesting, the following Table has been added to show (1) the total cost of Education in different grades of Government and Aided Schools in various parts of the country, and the (2) ratio of the Grant-in-aid to the total cost on the Aided Schools:—

Government Schools.

	Total Cost.	Average Number of Pupils in attendance.	Total Cost per head.
High Schools.	Rs.		Rs. a. p.
Elphinstone High School	40,164	711	56 7 9
Poona ditto	20,795	282	73 11 10
Ahmednuggur ditto	7,599	134	56 11 4
Surat ditto	16,481	251	65 10 6
Ratnagiri ditto	12,418	197	63 0 6
Middle Class.			
Fort Branch	5,689	227	25 0 11
Poona, No. I	5,305	274	19 5 9
Sattara	3,674	124	29 10 0
Broach	5,618	160	35 1 9

Private Aided Schools.

	Total Cost.	Average Number of Pupils in attendance.	Total Cost per head.	Rate of Grant per head.
High Schools.	Rs.		Rs. a. p.	Rs. a. p.
General Assembly's Institution, Bombay	15,239	288	52 14 7	6 6 9
Bombay Scottish Education Society's Fort School	11,519	131	87 14 10	17 9 1
Free Church Mission School, Poona	10,599	270	39 4 1	6 10 10
Diocesan School, Byculla	5,470	64	85 7 6	12 12 0
Bishop's Boys' School, Poona	5,086	76	74 13 0	17 12 10
Middle Class.				
Irish Presbyterian Mission School, Ahmedabad	7,596	137	55 7 1	10 4 9
Irish Presbyterian Mission School, Surat	7,959	183	43 7 10	8 10 11
Framji Motabhai's School, Surat.	571	104	5 7 10	4 1 0
St. Vincent's Boys' School, Poona.	3,713	108	34 6 0	13 5 0

Result of Inspectors' examinations of schools, both Government and Private, under the prescribed standards.

35. The following Tables show the results of Inspectors' and Deputy Inspectors' examinations of all schools throughout the Presidency:—

Results of Inspectors' Examinations of Government European and

Description of Schools.	Number of separate Schools examined.	Number in average attendance in Schools examined.	Number of Boys presented at first examination.	Number of second examination of the Schools.	Number of Boys presented at second examination.	Total number of Boys examined under Standards.	Standard I.			
							1st Head.	2nd Head.	3rd Head.	Needle-work.
Government Schools	...	...	...	...	...	...	...	...	..	...
Aided Schools.										
High Schools	5	696	515	...	...	515	111	108	110	24
Middle Class Boys' Schools.	6	828·2	513	...	...	513	134	114	120	...
Ditt Girls' Schools.	6	448·8	268	...	...	268	126	97	104	...
Ditto Mixed Schools.	11	319·4	322	...	...	322	65	82	76	...
Total.....	28	2292·4	1,618	...	...	1,618	436	401	410	24
Grand Total.....	28	2292·4	1,618	...	...	1,618	436	401	410	24

Standard I.

1st Head.—Arithmetic—Multiplication Tables up to twelve times twelve; Notation and Numeration up to 1,000.

2nd Head.—Reading Easy Child's Book (of one syllable), to be brought by the Inspector.

3rd Head.—Writing words of one syllable on slates or in copy-books.

Standard II.

1st Head.—Arithmetic—First four Simple Rules.

2nd Head.—Reading, with comprehension, easy narrative (such as Edgeworth's Early Lessons); the book to be brought by the Inspector.

3rd Head.—Writing large hand; copy-books to be submitted.

Aided and Inspected Schools under prescribed Standards.

Eurasian Schools.

NUMBER OF SCHOLARS PASSED.

STANDARD II.				STANDARD III.					STANDARD IV.				STANDARD V.				STANDARD VI.
1st Head.	2nd Head.	3rd Head.	Needle-work.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needle-work.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
125	125	135	22	111	102	105	84	16	56	62	54	50	39	37	36	34	15
116	114	126	...	96	87	98	57	...	61	64	56	51	6	6	6	6	.....
67	46	73	...	44	30	41	29	...	...	...	...	...	...	...	...	...	.....
56	51	74	7	43	32	54	32	22	14	15	22	8	2	1	2	2	.....
364	336	408	29	294	251	298	202	38	131	141	132	109	47	44	44	42	15
364	336	408	29	294	251	298	202	38	131	141	132	109	47	44	44	42	15

STANDARD III.

1st Head.—Arithmetic—Four Compound Rules; Reduction and Simple Rule of Three involving whole numbers.

2nd Head—

(*a*) Reading, with explanation and simple parsing, plain narrative (as in Chambers's Moral Class Book); the book to be brought by the Inspector.

(*b*) Repetition of easy Poetry, not less than 200 lines to be brought up.

3rd Head.—Writing—

(*a*) Fair small hand; to be shown in copy-books.
(*b*) Writing to dictation 5 lines from the book read.

4th Head—

(*a*) Outlines of the History of India.
(*b*) Elementary knowledge of the Maps of Asia and India.

STANDARD IV.

1st Head.—Arithmetic—

(*a*) The same as in Standard III., with the addition of Compound Proportion, Simple Interest, and Vulgar and Decimal Fractions.
(*b*) Euclid, 20 Propositions in Book I.
(*c*) Algebra, the four rules, integral only.

2nd Head.—English—

(*a*) Reading, with explanation and grammar, from two portions of English Classics; the one to consist of not less than 300 pages of Prose, the other of not less than 1,500 lines of Poetry; these portions to be selected by the School Managers.
(*b*) Repetition of Classical Poetry; not less than 300 lines to be brought up.
(*c*) Writing from memory the substance of a short story or narrative read out twice by the Inspectors; spelling, handwritting, and grammar to be considered.

3rd Head—

(*a*) Outlines of History of England.
(*b*) Geography of Great Britain; Map-drawing of the same; a Map to be drawn in the presence of the Inspector.

4th Head.—Second Language, *i. e.* either Latin, Sanskrit, or any Vernacular Language.

Either translating viva voce into English from 1st Latin or Sanskrit Book, and repeating the Declensions and Conjugations in Latin or Sanskrit; or viva voce translation, with easy parsing, from 4th of the Vernacular (5th of the Gujarati) Series, or from "Sandford and Merton" in Hindustani.

STANDARD V.

1st Head.—Mathematics—

(*a*) Arithmetic complete, with Mensuration.
(*b*) Euclid, Books I. and II., with Simple Deductions.
(*c*) Algebra to Simple Equations (inclusive), without Problems.

2nd Head.—English—

(*a*) Written Paraphrase of about 5 lines of English Classical Poetry out of a portion of not less than 3,000 lines brought up by the candidate.
(*b*) Grammar and Analysis of Sentences in the same.
(*c*) Composition, implying a short essay or letter on a simple subject, to be prescribed by the Inspector.

3rd Head—

(*a*) Outlines of the History of Ancient Greece and Rome.
(*b*) Geography and Map-drawing of Modern Europe.

4th Head.—Second Language, *i. e.* Latin or Sanskrit, or any Vernacular Language of India—

(*a*) Either viva voce translation into English, with parsing from 2nd and 3rd Sanskrit Books, or Latin Delectus and Cornelius Nepos, or viva voce translation, with parsing, from 6th of the Vernacular (7th of the Gujarati) Series, or some analogous book in Hindustani.
(*b*) Written translation of about six easy sentences into Sanskrit or Latin (*N.B.* Dictionaries allowed); or written translation from English into Vernacular (without the help of a Dictionary) of 10 lines of simple narrative, to be prescribed by the Inspector.

STANDARD VI.

Matriculation.

Anglo-Vernacular Schools.

Description of Schools.	Number of separate Schools examined.	Number in average daily attendance.	Number of Boys presented at first examination.	Number of second examination of the School.	Number of Boys presented at second examination.	Total number of Boys examined under Anglo-Vernacular Standards.	Total Number of Boys examined under Vernacular Standards.	Number of Scholars Passed under Anglo-Vernacular Standards.							
								Standard I.				Standard II.			
								1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools.															
High Schools	10	2155·766	1,868	.....	.....	1,868	.....	.....	.....	.....	.....	.....	.....	.....	.....
1st Grade Anglo-Vernacular Schools	41	3,75[illegible]·20	3,493	1	43	3,536	.....	1,235	1,146	1,081	1,004	905	788	773	771
2nd Grade ditto. ...	120	11,909	4,241	18	875	2,549	7,693	972	968	906	811	374	388	367	318
Total.....	174	17,822·966	9,602	19	918	7,953	7,693	2,207	2,114	1,987	1,815	1,279	1,176	1,140	1,089
Aided Schools.															
High Schools	5	1,630	887	.....	.....	887	.....	172	95	72	114	200	136	114	132
Middle Class Schools	9	1,111·1	739	.....	.....	706	33	115	83	91	86	109	65	88	100
Girls' Schools	1	48	20	.....	.....	20	.....	.....	.....	3	3	.....	2	4	3
Total.....	15	2,789·1	1,646	.....	.....	1,613	33	287	178	166	203	309	203	206	235
Inspected Schools.															
Middle Class Schools	10	835·2	659	2	85	438	306	103	96	90	130	79	78	59	63
Grand Total.....	199	21,447·266	11,907	21	1,003	10,004	8,032	2,597	2,388	2,243	1,948	1,667	1,457	1,405	1,387

Anglo-Vernacular Schools—continued.

Description of Schools.	Number of Scholars Passed under Anglo-Vernacular Standards—*continued.*												Number of Scholars Passed under Vernacular Standards.			
	Standard III.				Standard IV.				Standard V.				Standard VI.	Standard I.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.	1st Head.	2nd Head.	3rd Head	4th Head.
Government Schools.																	
High Schools	510	600	624	593	351	382	357	372	251	217	224	237	66	...	...	...	...
1st Grade Anglo-Vernacular Schools	391	387	351	275	102	110	104	97	.....	...	...	...	.....	...	...	...	...
2nd Grade ditto	182	210	175	76	4	4	4	4	.....	...	...	...	.....	1,250	1,443	1,428	85
Total.....	1,083	1,197	1,150	944	457	496	465	473	251	217	224	237	66	1,250	1,443	1,428	85
Aided Schools.																	
High Schools	155	138	122	85	76	69	42	44	42	41	38	28	.....	...	...	...	...
Middle Class Schools	91	74	78	86	59	46	35	49	54	62	26	33	.....	15	14	17	...
Girls' Schools	.....	2	1	2	.....	2	1	1	.....	...	...	...	.....	...	...	...	...
Total.....	246	214	201	173	135	117	78	94	96	103	64	61	.....	15	14	17	...
Inspected Schools.																	
Middle Class Schools	33	39	33	38	14	13	13	13	15	17	12	10	.....	92	114	116	...
Grand Total.....	1,362	1,450	1,384	1,055	606	626	556	580	362	337	300	308	66	1,357	1,571	1,551	85

Anglo-Vernacular Schools—continued.

Description of Schools.	Number of Scholars Passed under Vernacular Standards—*continued.*															
	Standard II.				Standard III.				Standard IV.				Standard V.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools.																
High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1st Grade Anglo-Vernacu-lar Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2nd Grade ditto	1,352	1,282	1,458	964	803	827	860	680	213	206	229	187	20	35	21	25
Total	1,332	1,282	1,458	964	803	827	860	680	213	206	229	187	20	35	21	25
Aided Schools.																
High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Class Schools	7	3	7	5	6	5	5	3	...	...	...	...	...	...	...	...
Girls' Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	7	3	7	5	6	5	5	3	...	...	...	...	...	...	...	...
Inspected Schools.																
Middle Class Schools	50	81	79	55	39	25	40	28	...	...	...	...	...	...	...	...
Grand Total	1,389	1,366	1,544	1,024	848	857	905	711	213	206	229	187	20	35	21	25

STANDARD I.

1st Head.—Arithmetic—Four Compound Rules, Reduction, and Simple Rule of Three, involving whole numbers.

2nd Head.—Vernacular—

(*a*) Reading Prose parts of 4th Book of Vernacular Series (5th Gujarati), with explanation and simple parsing.

(*b*) Writing to dictation five lines in Balbodh, or analogous characters from the 3rd Book of the Vernacular (4th of Gujarati) Series. Fair Modi, or analogous current writing.

3rd Head—

(*a*) Local History, *i.e.* History of Maharashtra, or Gujarat, or the like.

(*b*) General Elementary knowledge of the Map of Asia.

4th Head.—English—

(*a*) Reading of 1st and 2nd Books, with meaning of words.

(*b*) Spelling easy words.

(*c*) Writing easy words in large hand, without capital letters; copy-books to be submitted.

STANDARD II.

1st Head.—Arithmetic, as in Standard I., with the addition of Vulgar Fractions.

2nd Head.—Vernacular—

(*a*) Reading 5th Book of the Vernacular (6th of Gujarati) Series, with explanation and parsing.

(*b*) Writing 5 lines from the same book to dictation in Balbodh, or analogous characters; good Modi or other current writing.

3rd Head—

(*a*) History of India, Mahomedan Period, as in the translation of Morris' India.

(*b*) General knowledge of the Map of India.

4th Head.—English—

(*a*) Reading, general explanation, and distinguishing parts of speech of 3rd Book, Part I., of Departmental Series, or any analogous book.

(*b*) Writing good large hand; copy-books to be submitted.

STANDARD III.

1st Head.—Arithmetic, same as in Standard II., with the addition of Simple Interest and Decimal Fractions.

2nd Head.—Vernacular—

(*a*) Reading 5th Book (6th Gujarati), with explanation and grammar.

N.B.—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Gujarati Grammar, or other analogous work is implied.

(*b*) Writing 5 lines from the same book to dictation in Balbodh, or analogous characters; good Modi or other current writing.

3rd Head—

(*a*) History of India, as in the translation of Morris' India or any similar text-book.

(*b*) General knowledge of the Maps of the World, of Europe, and of India.

4th Head.—English—

(*a*) Reading, with vivâ voce explanation and parsing, in English, of Book II., 2nd Part of Departmental Series, 4th Book of Irish Series, or any analogous book.

(*b*) Writing fair small hand. Ruled copy-books to be submitted.

(*c*) Written translation into English of about 6 short and easy Vernacular sentences.

STANDARD IV.

1st Head—

(*a*) Arithmetic complete.

(*b*) Euclid, to the end of 20th Proposition of Book I.

(*c*) Algebra, four Rules Integral.

2nd Head—

(*a*) Reading the highest book of the Vernacular Series, with explanation and grammar. Or translating vivâ voce into English from 1st Latin or Sanskrit Book.

(*b*) Written translation into Vernacular of about 5 lines in any School Reading Book at the option of the Inspector. Or repeating the Declensions and Conjugations in Latin or Sanskrit.

3rd Head—

(*a*) History of England from any small Text-book.

(*b*) Geography of Great Britain ; Map Drawing of India.

N.B.—A Map to be drawn in the presence of the Inspector.

4th Head—English—

(*a*) Reading and explanation in English, and Grammar of Book III. Part II., or analogous book.

(*b*) Writing five lines to dictation from the same, in good current hand.

(*c*) Written translation into English of five lines from the 3rd of Vernacular (4th of Gujarati) Series.

STANDARD V.

1st Head.—Mathematics—

(*a*) Arithmetic complete.

(*b*) Euclid, Books I. and II., with Simple Deductions.

(*c*) Algebra to Simple Equations inclusive (without Problems).

2nd Head.—Vernacular or Classical Language—

(*a*) Reading, with explanation and grammar, any pieces of Prose or Poetry at the option of the Inspector, or translating vivâ voce into English, with parsing, from 2nd and 3rd Sanscrit Book, or Delectus and Cornelius Nepos.

(*b*) Written translation into Vernacular of about five lines of English Prose, to be chosen by the Inspector ; or written translation (with the aid of Dictionaries) into Latin or Sanscrit of about six easy sentences.

3rd Head—

(*a*) Outlines of the History of Greece and Rome.

(*b*) Geography of Modern Europe and of Ancient Greece and Italy. Maps to illustrate the history to be drawn in the presence of the Inspector.

4th Head—

(*a*) Reading, with explanation and grammatical analysis, from two portions of English Classics, the one to consist of not less than 200 pages of Prose, the other of not less than 1,000 lines of Poetry ; these portions to be selected by the School Managers.

(*b*) Written paraphrase of ten lines from the Poetry brought up.

STANDARD VI.

Matriculation.

Vernacular

Description of Schools.	Number of separate Schools examined.	Number in average attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examination of the Schools.	Number of Boys presented at second examination.	Total number of Boys examined under Vernacular Standard.	NUMBER			
							STANDARD I.			
							1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools.										
Boys' Schools	1872	91,856·2	55,668	274	7616	59,476	16,639	18,745	16,321	...
Girls' Schools	147	3,848·3	1,520	97	962	1,654	666	910	854	...
Jail and Police Schools..	9	.....	107	...	...	107	25	43	38	...
Total.....	2028	95,704·5	57,295	371	8578	61,237	17,320	19,698	17,213	...
Aided Schools.										
Boys' Schools	24	990	1,010	...	...	1,010	271	284	328	...
Girls' Schools	15	1,132·7	705	...	...	705	284	318	298	...
Total.....	39	2,122·7	1,715	...	...	1,715	555	602	626	...
Inspected Schools.										
Boys' Schools	95	3,417	2,043	1	23	2,066	678	698	721	...
Girls' Schools	26	525	178	...	...	178	86	127	118	...
Total.....	121	3,912	2,221	1	23	2,244	764	825	839	...
Grand Total.....	2188	101,769·2	61,231	372	8301	65,196	18,639	20,125	18,078	...

STANDARD I.

1st Head—Arithmetic—The Multiplication Table of whole Numbers up to twenty times twenty; Numeration and Notation up to one thousand.

2nd Head—Reading 1st and 2nd Books.

3rd Head—Writing Syllables to dictation on slates.

Schools.

OF SCHOLARS PASSED UNDER VERNACULAR STANDARDS.

STANDARD II.				STANDARD III.				STANDARD IV.				STANDARD V.			
1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
9,185	8,839	9,846	6,194	6202	6199	6063	4956	2584	2658	2828	2167	239	236	223	187
168	218	211	139	46	44	43	41	...	...	...	...	...	...	...	...
11	15	9	2	3	6	7	5	...	...	...	...	...	...	...	...
9,364	9,062	10,066	6,335	6251	6249	6113	5002	2584	2658	2828	2167	239	236	223	187
239	239	293	195	136	111	108	97	6	7	10	7	...	...	...	...
139	155	187	141	78	73	73	69	3	4	2	5	...	...	...	...
378	394	480	336	214	184	181	166	9	11	12	12	...	...	...	...
291	267	335	183	229	194	206	95	14	16	20	13	5	9	4	5
15	19	19	11	...	2	4	...	...	...	...	...	...	...	...	...
306	286	354	194	229	196	210	95	14	16	20	13	5	9	4	5
10,048	9,742	10,900	6,865	6694	6629	6504	5263	2607	2685	2860	2192	244	245	227	192

STANDARD II.

1st Head—Native Multiplication Tables (complete), and four Simple Rules.

2nd Head—Reading 3rd Book (3rd and 4th Gujarati) with meaning of words and parts of speech.

3rd Head—Writing easy words of two syllables to dictation.

4th Head—Definitions of Geography and Elementary Geography of the Presidency.

STANDARD III.

1st Head—Arithmetic—Four Compound Rules, Reduction, and Simple Rule of Three, involving whole Numbers.

2nd Head—Reading Prose parts of 4th Book of Vernacular Series (5th Gujarati), with explanation and simple parsing.

3rd Head—Writing to dictation five lines in Balbodh or analogous characters from the 3rd Book of the Vernacular (4th Gujarati) Series. Fair Modi or analogous current writing.

4th Head—

(*a*) Local History, *i.e.* History of Maharashtra, of Gujarat, or the like.

(*b*) General elementary knowledge of the Map of Asia.

STANDARD IV.

1st Head—Arithmetic—The same as in Standard III., with the addition of Compound Proportion, Simple Interest, and Vulgar and Decimal Fractions.

2nd Head—Reading 5th Book of Vernacular Series (6th Gujarati), with explanation and parsing.

(*N.B.*—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Gujarati Grammar, or other analogous work is implied.

3rd Head—Writing five lines to dictation in Balbodh, or analogous characters from the same ; good Modi or other current writing.

4th Head—

(*a*) History of India, as in the translation of Morris' India or any similar Text-book.

(*b*) General knowledge of the Maps of the World, of Europe, and of India.

STANDARD V.

1st Head—

(*a*) Arithmetic complete, including Mental Arithmetic.

(*b*) Euclid, 1st Book.

(*c*) Algebra, four Rules, Integral and Fractional, and Simple Equations.

2nd Head—Reading—The highest book of the Vernacular Series, with explanation and grammar.

3rd Head—Writing paraphrase of five or six lines of Poetry in the Vernacular Series.

4th Head—

(*a*) History of England from any small Text-book.

(*b*) Geography of Great Britain, Map-drawing of India.

(*N.B.*—A Map to be drawn in the presence of the Inspector.)

36. The following table gives the numbers matriculated from Government High Schools as compared with last year:—

Institutions.	Matriculated in 1868.	Matriculated in 1869.
Elphinstone High School	58	36
Poona High School	29	13
Ratnagiri High School	22	13
Surat High School	19	7
Ahmedabad High School	12	5
Belgaum (Sirdars') High School	5	7
Dhoolia High School	7	1
Hydrabad High School	2	1
Kurrachee High School	3	...
Rajkote (Kattiawar) High School	6	2
Kolhapur High School	4	4
Ahmednuggur High School	1	2
Total	168	91

The Gujarat Provincial College and the Rajkote 1st Grade Anglo-Vernacular School also succeeded in passing each one candidate.

37. The following is a corresponding table for Aided Institutions:—

Institutions.	Number Matriculated in 1868.	Number Matriculated in 1869.
Free General Assembly's Institution, Bombay	11	3
General Assembly's Institution, Bombay	4	2
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution	9	6
Free Church Mission Institution, Poona	2	1
Church Missionary Society's Robert Money School, Bombay	4	...
St. Mary's Institution, Bombay	6	7
Hydrabad Mission School	3	...
Bombay Proprietary School	8	2
Irish Mission School, Surat	2	3
Bombay Scottish High School	...	1
Kurrachee Mission School	...	1
Total	49	26

38. The comparative results of Collegiate instruction, as shown by the numbers who have passed the higher University Examinations, are as follows :—

	Number passed.	
	1868.	1869.
First Examination in Arts.		
Elphinstone College	26	25
Deccan College	14	9
B.A. Degree.		
Elphinstone College	4	13
Deccan College	3	6
M.A. Degree.		
Elphinstone College	4	2
Deccan College	...	...
First Examination for L.M. Degree.		
Grant Medical College	4	5
L.M. Degree.		
Grant Medical College	1	...
LL.B. Degree.		
Government Law School	3	6
First Examination in Civil Engineering.		
Poona Civil Engineering College	7	4
L.C.E. Degree.		
Poona Civil Engineering College.....	1	3
Total.....	67	73

The Free General Assembly's (Aided) Institution, Bombay, succeeded in passing one candidate in the B.A. Degree Examination,

39. The chief Resolutions of Government affecting the Educational Department during the year have been as follows :—

Resolutions of Government on Education.

(*a*) Resolution No. 191, dated 12th April 1869, empowering the Principal and Professors of the Poona Civil Engineering College to grant to the students of the College, after examination, certificates of eligibility for admission to the Public Works Department.

(*b*) No. 634 of 15th November 1869, communicating the remarks of Her Majesty's Principal Secretary of State for India on the Report on Public Instruction in the Bombay Presidency for the year 1867-68.

(*c*) No. 697 of 29th December 1869, communicating the decision of the Home Government that no more appointments to Government of India Scholarships should be made at present.

(*d*) Resolution of the Bombay Government, No. 5746 of 27th December 1869, sanctioning under Section 12 of Act III. of 1869 the Rules for the appointment and duties of Local Fund Committees, and also for providing means for the payment of pensions on account of pensionable salaries or parts of salaries disbursed from the Educational Local Funds.

40. The following orders and letters by the Director have been printed in the Appendix, as important to the administration of the Department :—

(*a*) A rule limiting the free admission of students to 20 per cent.

(*b*) A circular order to the Inspectors for the annual inspection of Jail Schools.

(*c*) Suggestions for the better education of Mahomedans, and provision of trained Teachers for Hindustani Schools.

(*d*) Proposals laid before Government for rating town populations and the non-agricultural population of villages for the support of Primary Schools.

(*e*) Memorandum of appointment of Provincial Committees for the encouragement of Vernacular Literature.

(*f*) Rules proposed to Government for facilitating the interchange of Schoolmasters between British Districts and Native States.

(*g*) Additional instructions regarding the Annual Examination of High Schools.

(*h*) A Code of Rules for the preparation of Candidates for the Vernacular Training Colleges, and for the course of instruction in the Colleges; and for regulating the pay of Vernacular Masters.

41. In the course of 1869-70 I received orders from the Government of India to reduce the sanctioned Imperial expenditure of the Educational Department by one lakh of Rupees (£10,000): I should rather say, that I was required to surrender for 1869-70 an addition to the Educational Grant which had been sanctioned in 1868 and actually enjoyed during the latter part of 1868-69. The retrenchment was effected as duty required, and, I think I may say, with the least possible personal suffering to the *personnel* of the Department. I now have to acknowledge the consideration of the Supreme Government in restoring the full amount of the previously sanctioned grant.

42. It may possibly be that the crisis in the finances is also answerable for a delay in deciding on the improved conditions to be offered to the higher Educational Service, which cannot but be a disappointment to those concerned. The subject has been very elaborately treated since it was first discussed by Sir A. Grant in 1866, and the expectation that a satisfactory settlement was at hand, was naturally raised by the Despatch* in 1868, in which the Secretary of State expressed himself in favour of a covenant, of a revision of the scale of precedence, of the introduction of the principle of graduated salaries, and of liberal pension rules. It was inferred, from the introduction of a provision

* Educational, No. 13, dated 2nd July 1868.

for "the increase of salaries of Educational Officers" in the Budget of 1869-70, that the suggestions invited by the Secretary of State had been made by the Government of India. But it has lately been stated on the highest* authority that this has not been done, and in this fifth year of the discussion no settlement of the question has been reached. I am very sensible that it is as pressing as ever, while I refrain from adding any thing to the elaborate proposals which are already before Government.

43. I must also ask attention to the long delay in the revision of the salaries of the Deputy Inspectors. I first proposed, in another capacity,† in 1867, that they should be admitted to the improved rates allowed to Mamlutdars, rising from Rs. 150 to Rs. 250, by increases at the end of certain terms of approved service, and with a special grade of Rs. 300 for conspicuous merit. In the meantime, not only Mamlutdars, but Subordinate Judges and Deputy Collectors, have profited largely by the revisions, which have assigned them liberal but not extravagant salaries, and the Deputy Educational Inspectorship stands almost alone as an unimproved office. Consequently it has lost much of its attraction, and, while I am able to speak most highly of the zeal and ability of many of the Deputy Inspectors, I cannot be surprised that they seek opportunities of transfer to other Departments.

† As Commissioner for the Revision of Civil Subordinate Establishments.

44. The present year is an epoch in the history of Education in this Presidency. It is just thirty years since public instruction was placed under systematic control: of that period, it has been superintended for fifteen years by a Board of Education, and for fifteen years by a Director of Public Instruction. The Board of Education began its work in 1840 with 159 schools and 6,702 pupils. In March 1855 it had charge of 267 Colleges and Schools with 21,748 pupils, for the support of which it administered Rs. 1,94,142 of public

* By Mr. Grant Duff in the House of Commons on the 15th of July.

money, and Rs. 43,456 of fees and endowments. The corresponding figures for 1870, viz. 2,717* Colleges and Schools, and 167,904 pupils, educated at a cost of Rs. 891,573 to the State, and a local contribution of Rs. 9,17,313 passing through the hands of this Department, and Rs. 4,76,286 the private expenditure on Aided Schools, show a general result and a comparative ratio of results to cost with which it would be unreasonable to be dissatisfied. Since 1855 the system has been crowned by the establishment of the University,† which exercises a most remarkable influence throughout the length and breadth of Western India. Its distinctions might have been the privilege of the wealthy or the monopoly of a select school; but they are neither. A University Degree is the central object of all educational ambition, the prize for which poor scholars are content to endure great privations. And yet, with all this progress to acknowledge, it is impossible to indulge in much elation while the total number of the youth of Western India under instruction has only advanced from a little less to a little more than one per cent. of the population; a proportion not to be named with that attained by the nations of Europe, and even by English settlements‡ of much more recent origin than British ascendancy in this Continent.

45. The territory of which the Public Instruction is administered by the Bombay Government extends from the north of Sind to the south of the district of Canara, from the frontier of the Punjab and Beloochistan to the north-western limits of Mysore and Madras. Its northern portion is the "Non-regulation" Province of Sind,§ next below which are

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* Including 84 schools, with 8,933 scholars, partly supported by the State Grants-in-aid.

† The first Matriculation Examination was held in October 1859.

‡ For instance, the colony of Victoria, about a generation old, and now emerging from great commercial difficulties, spends £130,000 per annum on Education. The population is 700,000, or about that of one Bombay Collectorate: there are 834 schools and 119,645 children in them. No township or village of any importance is without its school-house.

§ In the Map on the opposite page, Sind and the seventeen Collectorates are coloured lake, and the Political Districts purple. These two tints comprise the area under Bombay

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the Native States of Gujarat, surrounding, in almost a complete circle, the four Gujarathi Collectorates. South and east of these, from the Portuguese of Damaon to the Portuguese of Goa, are the Marathi districts above and below the Ghâts. From Goa, south and east, are four districts partly or purely Canarese. Thus the languages to be taught not only divide broadly between the Indo-Germanic and Turanian families, but into numerous well-distinguished branches of the former. Of the Indic class there are the Sindhi, the Gujarathi, and Marathi, each with a scanty literature of its own. Hindustani teaching has to be provided sparsely for the Mahomedan schools. English, of course, is an important element of higher instruction, and there is even a Romance language to claim attention in the Portuguese. The Canarese districts include the neutral ground of Marathi and Canarese in Belgaum and Kalladghi, and the purer Dravidian of Dharwar and Canara. But to these must yet be added a Semitic element, in the Hebrew of the Jewish population of Bombay, and the Arabic of Aden. It will be understood that instruction in so many languages and dialects is given at greater cost and pains than if one grammar and vocabulary prevailed throughout.

46. The first and leading division of the above territory is into the part under British Government and the part under Native rulers. In the former we administer education, in the latter we recommend and encourage it; and thus it is not to be expected that one standard of progress will prevail throughout. But I think that Local Administrations cannot be acquitted of the responsibility of seeing that education in the Native States within their boundary is acknowleged as one of the objects of Government, and supported on an adequate scale. The education provided by Native Princes will not exceed the education in British districts, to which they will look for a model. As is the latter, such at best we may expect that the former will be. Many of the Native Powers in this Presidency have imitated with much zeal

and effect the measures of the State Department of Instruction: but this is not universal. Some, and those not the least conspicuous, have, as far as I know, paid no systematic attention to this important public duty.

47. The government and peculiar circumstances of Sind assimilate it in educational matters to the Political Agencies. Sind included, the area of these educational allies and dependencies, if I may call them so, is about 123,813 square miles, and the population perhaps 8,555,684, as follows:—

	Area, Square Miles.	Population.	Total Square Miles.	Total Population.
SIND.				
Sind	47,493	1,796,916		
Kyrpoor	5,000	100,000		
	52,493	1,896,916	52,493	1,896,916
NORTHERN DIVISION.				
Kutch	6,500	409,522		
Pahlunpur	6,041	321,645		
Mhyee Kanta	4,000	311,046		
Rewa Kanta	15,136	500,782		
Surat Agency	850	56,000		
Gaekwar	4,399	1,710,404		
Kattiawad	21,000	1,500,000		
Cambay	350	175,000		
	58,276	4,984,399	58,276	4,984,399
NORTH-EAST DIVISION AND CENTRAL DIVISION.				
Dang Rajas	950	70,300		
Peint	750	55,000		
Jowar	300	8,000		
Rubshee	324	71,000		
Sattara Jaghirs	2,936	361,393		
	5,260	565,693	5,260	565,693
SOUTHERN DIVISION.				
Kolhapur	3,184	546,000		
S. M. Country Jaghirs	3,700	410,470		
Sawant Waree	900	152,206		
	7,784	1,108,676	7,784	1,108,676
			123,813	8,555,684

The British territory is divided into 17 districts, of which the aggregate area is 80,000 square miles and the population (including Bombay City and Island) about 12 millions.

British Districts.		Area.	Population.
Northern Division ...	4 Districts...	9,294	2,416,727
North-East Division.	3 Districts...	24,034	2,076,276
Central Division...	6 Dists. & Bombay.	29,586	3,840,589 816,562
Southern Division ..	4 Districts...	18,938	2,704,356
		81,852	11,854,510

48. Of the total number of persons now under instruction in Government, Aided, or Inspected Schools in this territory, about 25,000 are in Native States and 8,741 in Sind; that is 1 in 266 of the population of the former, and 1 in 217 of that of the latter. It must be remembered, however, that the territories of the Gaekwar, the Nawab of Cambay, the Hubslee, and one or two petty Chiefs, contribute nothing to this number, nor has the Educational Department any footing within them. The remainder, being the scholars in the 17* British districts, bear a proportion to population varying from one in 52 in Kaira to one in 146 in one of the Southern districts. If the unrecognized or indigenous schools (or as many of them as are known or worth counting) in the British districts are included, the best result is one in 30 of population under instruction.

49. The support and control of education are chiefly administered by the State, and through the following means:—

Firstly, a Public Department for the Direction and Inspection of Education.

Secondly, by the Examinations and Degrees of the University, and by a State system of Colleges and Higher Schools.

Thirdly, by Grants-in-aid or supplementary Grants to Private Colleges and Schools.

*A Statement in Appendix J, page 390, will give detailed information. These statistics must be taken for what they are worth, being the best at present attainable.

Fourthly, by the administration of Primary Instruction.

50. The expenditure on Education in 1869-70 was £180,888, and divided into 18 parts; it was distributed in the proportion of about 2 to Direction and Inspection; 2 to Colleges; 3 to Higher Schools; 8½ to Vernacular instruction; 1 to Grants-in-aid; 1 to Buildings; and ½ to Literary purposes.

1. Direction and Inspection.

51. The expenditure on Direction and Inspection is by some, I believe, considered too large. It is incomparably less, however, in proportion to population, than the expenditure in France or England, and it cannot be reduced. Our Inspecting Officers have to plant as well as to water.

2. State system of Colleges and Higher Schools.

52. The size and cost of a State system of Colleges and Schools should depend greatly on the amount of higher instruction otherwise provided by endowments or private undertakings. In Bombay, from social causes, this amount is very small, and the State system is therefore of great importance. The public grant to this and the next means of education should vary inversely. Where grants-in-aid are many, Government Higher Schools should be few. Where very little can be spent in grants-in-aid, as in Bombay, it seems needful to allow the cost of an important system of State Schools.

3. Grants-in-aid to Endowed and Private Schools.

53. Scholastic endowments in Bombay are few, such as there are being funds subscribed in very recent times in honour of eminent public servants. The endowments of former rulers were not educational in the modern sense, and such part of them as has ceased to be paid for the original purpose was not transferred to Education, but lapsed*

* It appears from a recent return that no less a sum than £258,300 per annum of alienated land revenue has lapsed or been resumed since 1840.

to the general revenues. Schools supported as private undertakings are also few. Rich landholders are not common, and rich merchants are confined to a few of the larger cities in British districts. In this respect the Native States are, of course, more fortunate, and in the city of Bombay education has found many eminent benefactors among the wealthy merchants; but in the interior, the elements of village life are very simple and humble. Even the Missionary bodies are neither so strong nor so widely spread as they are in the Lower or North-West Provinces. These facts account for the small proportion of expenditure on grants-in-aid.

4. The administration of Primary Instruction.

54. Beside, and, as I think, distinct from, the care of higher education, is the great public duty of administering primary instruction, a duty which calls for the most active and most comprehensive measures of the Executive, and seems marked out to be the special charge of the Provincial Government. Whatever doubts may be raised as to the reach and object of higher education, there can be no question about the simple elements of primary instruction: for common sense can easily regulate the scope of our teaching of the masses, and forethought and judicious training can send out competent teachers as they are required. But the fiscal side of the question seems to call for prompt, bold, and large administration. It has passed into a truism that Government cannot supply *all* the funds for primary instruction from the general revenues. But what the Treasury cannot do, may be done by the Legislature and the Executive. No small task has to be performed before the percentage of persons under instruction in India can be raised from what it is to what it should be according to the views of civilized nations. Of every million of population returned by the Census, it is certain that at least one-twelfth are children who might be in Primary Schools, if schools existed; and unless the conclusions long accepted in Scotland, America, or France, can be

proved inapplicable to India, it is the duty of the Government to see that sufficient schools are provided. The scale of this work is too vast to be entrusted either to aided private enterprize, or the zeal of an inspecting staff. The not unimportant advance made in the last five years is entirely due to the levy of a rate assessed upon the land tax and legalized by an Act passed in 1869. The Bombay Local Funds Act, however, has laid the basis of a suitable system of Primary Schools for only half of the people: for the other half, not rateable through the land tax, no basis has yet been laid.

55. I will proceed to review the progress during the year 1869-70, and the present status of the various Educational Establishments managed or visited by the Department of Public Instruction.

1. *Results of the Examinations held by the University.*

56. At the Matriculation Examination 799 candidates were examined, but only 142 passed. This result has naturally caused great disappointment, and it is to be regretted, because it causes the number of College students to fall below the average. The Vice-Chancellor (Dr. Wilson) said of it in Convocation:—"I am not prepared to say or "insinuate in this place that any fault exists in any quarter in "connection with these results. Possibly the great body of "the candidates who appeared for trial were on no reasonable "expectancy fit for entrance into the University. Possibly "some incidental errors of system may have been made by "some of the Examiners (competent and concientious though "they assuredly are) either in constructing their questions or "assigning their marks. The time allotted for answering each "paper is only three hours, and demands should not be made "in excess of this time. Candidates are entitled to the benefit "of each of their answers in so far as they are correct, while "deductions, of course, are to be made for errors and defects.

"Possibly the instructions given to the Examiners by the "Syndicate should be extended, or a conference of certain "classes of Examiners, as of those both in the first and "second languages, before the questions to be given are "printed and before the results of examination are declared."

Some remarks by the Principal of the Deccan College on the same subject will be found in his Report. His experience as Examiner led him to form a low opinion of the qualifications of the great majority of the candidates. He adds, however, "there can be no doubt that the examinations in a University "existing under the conditions of Indian Universities must "be subject to a certain amount, perhaps not a slight one, "of variation, from the inexperience of Examiners, and the "varying estimates formed of what may be expected from "Native students. The difficulty of forming a really fair "estimate of the work of one who is writing in a foreign "language on subjects which he approaches from a point of "view widely different from that of an Englishman, is very "considerable." After collecting as much information as possible, I came to the conclusion that whether the Examiners were stricter than those of last year (which some dispute) or not, yet absolutely, and comparisons apart, they were not this year stricter than they ought to be. A large majority of the rejected candidates failed in English. I believe that there is need of less ambitious and more painstaking application in this study, and I have requested the attention of Head Masters to the thorough teaching of English and the benefit of frequent translations from the Vernacular or Sanskrit into English, and the reverse. At the same time, if there is any reason to suppose that the standard is variable, it is worthy of careful consideration how greater stability can be secured. It is to be hoped that the Entrance Examination of the University will always be strict, but it is only due to Head Masters that it should be uniform. The judgment of Head Masters is the only check on the appearance of badly prepared candidates. They should, therefore, be able to decide with precision whether the candidates they send up

have reached the necessary standard. They would be further encouraged, and their success more nicely discriminated, if the students who pass the Entrance Examination were arranged in classes. There is a wide difference between the best of the matriculating students and those who only succeed in getting the minimum of marks; but at present the Head Master who barely passes many indifferent candidates may make a better appearance than the Head Master who conscientiously weeds his list and sends up only a few of the best. The practice of classifying the matriculated men, which is in force in Calcutta and Madras, has lately been rejected by this University. Their decision is to be regretted, as anything which helps to bring out the relative merit of schools is a stimulus to Head Masters to aim at a higher proficiency. A classified list would also be a useful guide to Heads of Departments in selecting matriculated men for the Public Service. Matriculation is at present used as the gate of entrance both to the Public Service and to the Colleges of Arts, Medicine, Law and Civil Engineering. Some kind of discrimination seems very desirable, and with this view a Rule has been made in the Arts Colleges (to have effect from the end of 1871) that students will not be admitted to them who have not either matriculated with a classical language or studied one up to the Matriculation Standard. This rule must not be misunderstood as a discouragement to the Vernaculars. The Professors in the Arts Colleges teach those languages which the University includes in its list for the higher examinations. It is not unreasonable to require that Under-graduates who propose to enter the Arts Colleges should qualify themselves to take advantage of the instruction which they are maintained to impart. A student who has wilfully neglected his Sanskrit or Latin at school will be a dead-weight in the College lecture-room, and his presence is not desired there. But as the higher studies are numerous and absorbing, and students naturally restrict their attention to the subjects comprised in the University programme, which now no longer admits the Vernaculars in

the higher examinations, it seems very necessary that a paper in the Vernacular should be set to each candidate for matriculation, whether he also takes up a classical language or not.

57. All my observations have led me to the conviction that *thorough* teaching in the Higher Schools is the point to be most insisted and worked upon at present, in the interest of the Colleges not less than of the Schools themselves.

58. I am glad to observe that the University draws recruits not only from Sind, but from the Marathi districts of Central India and the Central Provinces. The Ellis Prize in its first year was won by a pupil from His Highness the Maharaj Holkar's Madrissa at Indore, who showed the highest proficiency in Marathi of all the successful candidates at matriculation.

59. What is the object sought in matriculating? It has often been said that the great majority of High School boys who matriculate merely wish to qualify themselves for admission to the Public Service, or, at least, have no intention of keeping terms in the University. I am glad to find that an inquiry as to the further proceedings of the students who matriculated last November does not support this view. Of the 142 who passed, 101* have since joined one or other of the affiliated Colleges. Poverty prevents many who would gladly do the same, and some of them take situations as Assistant Masters, in the hope of continuing their studies if opportunity offers. Of the many poor students at the University, for every one who is tempted to abandon his career by offers of personal profit, many are forced to do so by absolute want of means. I judge from the tenor of the applications made to me by matriculated or F.E.A. men for appointments as Assistant Masters in Schools.

* Elphinstone College	49
Deccan College	16
Grant Medical College	19
Civil Engineering College	11
St. Xavier's College	6
Total	101

60. The University has placed Persian on the list of languages in which examination is held for its degrees. I think that this is right, for the scholarly study of Persian is

as proper to Mahomedans and Parsees, and especially to the people of Sind, as the scholarly study of Sanskrit is proper to the Hindus of Maharashtra or Gujarat. But when Persian is placed on the list with Sanskrit, Greek, and Latin, it follows that it should be taught as they are taught, and that the same style of scholarship should be required in it as in them, if it is to vindicate its place among the classics. I am endeavouring to provide suitable instruction in Persian in the High Schools most frequented by Parsees and Mohomedans, and I hope that Government will be able to grant the Professor of Persian and Arabic for the Elphinstone College, the necessity for whose appointment I have represented.

61. The after employment of Graduates continues to follow the same lines as I commented upon last year.* The following is a list of appointments of Graduates made by me during the year:—

* Report para. 41.

Names.	Place to which appointed.
Narayan Vinayak Sathe, B.A.....	2nd Assistant Master, Surat High School.
Chandulal Mathuradas, B. A.....	2nd Assistant Master, Gujarathi side, Elphinstone High School.
Damodar Bhikaji Jatar, B.A.....	1st Assistant Master, Ratnagiri High School.
Dayabhai Motiram Jahagirdar, B.A.	4th Assistant Master, Surat High School.
Hormasjee Jehangeer B.A.....	Reader in Latin, Deccan College.
Abaji Vishnu Kathvate, B.A.....	Teacher of Sanskrit, Elphinstone High School.
Ambalal Sakarlal Desai, M.A. ...	Acting Head Master, Surat High School.
Tapidas Dayabhai Mehta, M.A...	1st Assistant Master, Kurrachee High School.
Hari Bhagwant Keskar, B.A. ...	2nd Assistant Master, Marathi side, Elphinstone High School.

On the other hand, I observe with satisfaction the following appointments into the Revenue Department :—

Shankar Pandurang Pandit, M.A., Deputy Collector, Kalladghi.

Wasudeo Gopal Soman, B.A., Mamlutdar at Souda, in Khandeish.

Sabajirao C. Chitnis, B.A., Mamlutdar at Dhanoo, Tanna Collectorate.

Bahmanji Edulji Modi, M.A., Acting Sub-Assistant Settlement Officer, Northern Division.

2. *Government Colleges.*

1. Elphinstone College.

62. Elphinstone College appears to have been the most affected by the small number of matriculations in 1869. Its numbers have consequently fallen from 218 on the rolls in March 1869 to 179 in March 1870. In 1868 130 Freshmen joined, in 1869 only 52. It does not follow that there may not be as large a number of successful candidates for the higher examinations among the 52 as among the 130, and while the staff of Professors remains without addition, the decrease is not so much to be regretted. But the distribution of Freshmen among the Colleges shows that the supply is not very ample for five or six Institutions, and that the *number* of matriculations in 1868 is not to be deprecated, provided that a high standard of quality can be ensured.

63. The College passed two candidates for the M.A. Degree, one in English and Latin and the other in Mathematics, thirteen for the B.A. Degree, and twenty-five in the First Examination in Arts. This is not quite, but nearly equal to the success of former years.

64. The progressive increase in fee collections is rather remarkable, and clearly shows that this source of income may be trusted to meet a part of the cost of completing the Professorial staff.

1866-67..	Rs.	1,980
1867-68..	„	3,520
1868-69..	„	6,480
1869-70..	„	9,917

65. That, I am sorry to say, remains as it was, although the affairs of the Elphinstone Fund were laid before Government, as directed, in August last, and it was shown that some addition at least might be claimed out of an excess of income over expenditure. In the meantime a new requirement has sprung up with the introduction of Persian into the Higher University Examinations, while History and Latin are still taught by overtasking Professors who are nominally appointed to teach other subjects. I trust that the question of extra Professors, which has now been brought forward in four successive Reports, and was commended to the attention of Government two years ago by the Secretary of State, will not remain undecided over another year.

66. The Acting Principal of Elphinstone College, Mr. John Powell Hughlings, B.A., of Pembroke College, Oxford, died in May last, I may say at his post: for until the vacation began he continued, in broken health, those single-minded labours for the higher culture of the natives of this country to which he had devoted thirteen years of a simple, unobtrusive life.

2. Deccan College.

67. The Deccan College has, in spite of the small number of matriculations, increased its number on the Roll from 72 to 82, and improved the average attendance from 50 to 75. The College was not successful in the First Examination in Arts, passing 9 out of 32 candidates. Six candidates passed the B.A. Examination, against three last year. One candidate went up for the M.A. Examination in History and Philosophy, but failed from want of sufficient leisure to cover the wide range of subjects included, although portions of his work gave satisfaction to the Examiners.

68. Both the Arts Colleges must suffer from the frequent changes in the Tutorial staff, both higher and lower. The causes of these changes are the paucity of higher Educational Officers; the want of a rising scale of salaries such as

would give a fair improvement in circumstances without change of place, and, as regards the Dakshina Fellows, the insufficiency of the pay to retain able graduates after they have ended their University career.

3. Grant Medical College.

69. No decision of Government has been received on the report of the state of the Grant Medical College submitted by me in July 1869, and whatever evils then affected the well-being of the College are still in existence. The change proposed in Departmental control was not more than seemed needed to secure permanency in the tenure of the Professorships and free progress to the study of Medical Science. It was suggested* that the management of the College should be vested in a Council, with the Principal (*primus inter pares*) as Chairman. The delay is the more to be regretted, in that the Report included suggestions for the enlargement of the Vernacular class with a view to supplying native doctors to dispensaries in the interior, and for the establishment of a School of professional nurses in connection with the College. Something has been done, however, in training nurses by help of a donation from the Dowager Lady Jejeebhaee for the instruction of four native women as midwives in the Obstetric Institution of the Jamsetjee Jejeebhoy Hospital.

70. And, generally, the College has made some progress during the year, both in its numbers, in its buildings, and in its endowments. There have been 143 students under instruction, compared with 93 last year; and of these, 44 were University Students, 49 Hospital Apprentices, and 50 Vernacular pupils training for the charge of Dispensaries. The number of University students in the year before was 27. Five candidates passed in 1869 the First Examination for the Degree of L. M. No candidates were ready for the Second Examination. Five Student Apprentices passed for the Grade of Assistant Apothecary, and eleven candidates from the Vernacular class were found qualified for the Grade of

* See the Principal's Report, Appendix B 3, p. 274.

Hospital Assistant. An Assistant Apothecary passed a creditable examination for promotion to the grade of Sub-Assistant Surgeon, and two of the latter grade, who are teachers of the Vernacular class in the College, were permitted, on account of their contributions to medical literature, to be examined for promotion to higher rank without having completed the ordinary term of service.

71. The new building I spoke of is the addition of an upper story to the Jamsetjee Jejeebhoy Hospital, which serves the College as a Practical School of Instruction. An operating theatre has also been added, with an hydraulic lift connected with the upper wards. One-third of the cost of these improvements was contributed by the Jejeebhoy family.

72. The addition to the endowments consists in a liberal contribution by His Highness the Gaekwar and several gentlemen of Bombay to meet the expenditure of Government on enlarging the Vernacular class. I refer to the Principal's Report for a highly encouraging account of this class, from which it appears that there were eight candidates from Anglo-Vernacular Schools for each vacant stipend at the examination in October, and that all those who were selected have a good knowledge of English; so that, so far as the term "Vernacular" is applied to the class in disparagement, it is ceasing to be applied with justice. I am also glad to read Dr. Hunter's remark, that "a marked advance is noticeable in the attainments" of many of the new University students. "I cannot," he says, "call to mind a single junior student who is not able to follow with facility the lectures as delivered."

4. Poona Civil Engineering College.

73. The Civil Engineering College at Poona has also made a great advance during the year. Its *prospectus*, published in December, is reprinted in Appendix **K** (page 407). The number of students on the Rolls at the end of 1868-69 was 50; that at the end of 1869-70 was 92. The present term opens with an attendance of 118

and the Principal expects a further increase. The Principal himself proposed the introduction of fees at the beginning of 1870, which have been collected with no difficulty, and clearly have not checked the growth of the College. The receipts of the present year are estimated at Rs. 2,100.

74. In the University Examinations three candidates passed the Examination for the Degree of L.C.E. The best of these received the appointment in the Engineering Branch of the Public Works Department which Government guarantees yearly. Eight such appointments are guaranteed to the Thomason College at Roorkee, where the "First Department" on 1st April 1870 contained 31 students, while the University Department of the Poona College contained 38 on the same date. But the Poona College has no cause to complain of want of encouragement, as Government has since been pleased to appoint the remaining two Licentiates also to be Assistant Engineers. All the Graduates of the year have thus been admitted to a high position in the public service, and I hope that they will justify the liberality of Government.

75. In the First Examination in Civil Engineering five candidates were sent up from the College, of whom four passed.

5. Government School of Law.

76. The Government School of Law has suffered an accidental diminution in its numbers, from the fact that many of those who were expected to pass from the Jurisprudence to the Senior classes did not appear in consequence of having failed in the B.A. Examination. As the University requires of candidates for the LL.B. Degree two years' attendance in the Law School after passing the B.A. Examination, these students have probably postponed further study of Law until they have succeeded in taking the B.A. Degree. The number of students admitted from the Jurisprudence to the Law classes is therefore only nine.

But 45 students have joined the school this year, of whom five are Graduates, 35 have passed the F.E.A., and the rest have matriculated.

77. Six candidates from the Law School passed the Examination for the Degree of LL.B.

78. The constitution of the class has been in some degree re-arranged during the year. Hitherto it has been divided into a Candidate class studying Jurisprudence, and a class of Law Students which included indiscriminately students in their first and second year. The Law students have now been divided into a Junior and a Senior class, which are instructed separately;* and a fee has been introduced, which was fully warranted by the popularity of the school and the standing of the students.

6. Gujarat Provincial College.

79. The Gujarat Provincial College is a kind of upper Department of the Ahmedabad High School, receiving also students from the Mission English School, and a few clerks, vakils, and educational *employés*, to the number of about 40 in all. Lecturers are paid from an Endowment Fund supplemented by Government, and lectures are given in Law, Logic, History, Mathematics, and Sanskrit. The College keeps up a certain taste for higher reading in Ahmedabad, but is wanting in completeness and definite purpose.

College Buildings.

80. In noticing here the subject of College buildings, I must be understood not to be unreasonably importuning Government for what may at present be impossible, but to be desirous of bringing into prominence in one place a series of kindred facts which, when not so viewed, may appear of less importance than they should.

81. The two Arts Colleges and the College of Civil Engineering have all recently acquired an appropriate building, of which they may well be proud. But in each case in succes-

* See Appendix B 5, page 283.

sion it has happened to the building to be left in an incompleteness, which greatly mars its usefulness. Elphinstone College has been ready for occupation some months, but was left without any offices, and until the offices are built I have been unwilling to enter into occupation. In the meantime a rent of £540 a year is paid for the house temporarily occupied by the College. The delay arose from the financial straits of last year; but I observe that a grant of Rs. 20,000 is provided in the Budget of 1870-71, and I hope that the out-buildings will now be speedily completed.

82. As to the Deccan College Government has already expressed its concurrence in the tenor of the Principal's remarks.* The site was selected by Mr. Howard with the warm approval of Sir Bartle Frere, in order that the students might be withdrawn from the city and live in the society and under the eye of resident European Professors. But the College stands isolated on a bare plain at a great distance from the city, without a single European residence near it, and with one out-building for the lodging of students, which was found damp and untenable in the monsoon. The health of the students, who have occupied the small day-studies as bedrooms, has been indifferent and given cause for anxiety, and they live under no adequate supervision. In September last, Government was induced by my representations to order that a provision for the residences of the Principal and Professors of the Deccan College should be included in the next Budget Estimate. Nevertheless no provision has been made in the Budget of 1870-71, and I conclude that the matter is again deferred for a whole year more. I further submitted that the out-building for sleeping accommodation should be rendered free from damp and tenable all the year round; that at least one more such building should be added, as well as a separate sick ward; and that the day-studies should be improved by ventilators and sun-shades. The Public Works Department ordered

* See Appendix B 2, page 59.

the preparation of plans and estimates, but it was added, "there is little probability of funds being available at present." And now, in the current month, when the plan and estimate are ready, I have been informed of the final decision, that "no funds are available for this work." At the Poona Engineering College the valuable machinery for the instruction of the practical class has been lying on the ground for more than a year. I find Rs. 35,000 provided in the Budget of 1869-70 for "Workshops, &c. for the Poona Engineering College," but the construction was not commenced. In the Budget of 1870-71 a smaller grant has been sanctioned, and I presume that there is no reason why the work should not be pressed forward. I need not say how the College suffers without the means of practical instruction.

3. *Government Schools.*

Connection of the Colleges and High Schools.

83. The best method which has occurred to me for maintaining a vital connection between the Colleges and High Schools is the deputation of the College Professors to make the annual examination of the schools which supply students to the Colleges. This plan has been carried out to a small extent in the year under report, and as the Government of India has now allowed a moderate sum for Examiners' expenses, I hope to introduce it more generally in the current year. The visits of the Sanskrit Professors to the schools of the interior are likely to have valuable results, and generally a little progress will be effected in forming the High School course to its special function. The Elphinstone and Ratnagiri High Schools were examined by Mr. Chatfield,* Principal of the Elphinstone College, and Dr. Kielhorn, Superintendent of Sanskrit Studies in the Deccan College, and the Ahmedabad and Surat High Schools by Dr. Bühler, Professor of Oriental Literature in Elphinstone College.

* As Acting Educational Inspector.

84. The number of Government High Schools is the same as last year—that is eight in British districts, two in Sind, and two in Native States. I shall have more to say of their internal management and course of study next year, as the standards of instruction are shortly coming under review. A good deal of thought has already been given to the preparation for this revision. Generally I should say, both of the Colleges and of the High Schools, that they could do much more good if they received better prepared material from the schools which feed them.

Government High Schools.

85. The Elphinstone High School is a good example of the growth of an Indian school under favourable circumstances. In August last my attention was called to the insufficiency of the school building for the numbers then admitted. The number was then 960, to which it had increased from 515 in 1866. The proportion of Brahmin students has increased since 1867 from 9 to 18 per cent., while that of Parsees has decreased from 50 to 44 per cent. One-third of the boys are from the interior. An inquiry into the circumstances of the parents showed that only about one-seventh of the whole are the sons of well-to-do people. There are several denominational High Schools in Bombay; and the Elphinstone High School is distinctively the people's school, yet the fee collections of the past year were Rs. 20,943. This school sent up 36 out of the 142 successful candidates for matriculation. I felt it necessary to limit the numbers to 900 and to raise the standard of entrance. Later, on receiving the Report of the Educational Inspector that the size of the classes was still injuriously large, I ordered the reduction of the maximum number to 800, which is the utmost that the present school building will properly accommodate. When a new building is acquired by aid of the recent donation* of the Honourable Mr. Sassoon, it must be decided whether the school shall be divided into

*£10,000.

an upper department in the new, and a lower in the old building; or whether the present schoool shall be transferred to the new building, and a new High School, perhaps self-supporting, opened in the old. At any rate, it is plain that a school which commands more than 300 applications for admission each year can carry out my conception of the proper function of a Government High School as a model school, by applying a strict principle of selection at entrance, and by aiming at a higher order of preparation for the matriculation test. The fees are now Rs. 3 and 4 per mensem, and they should not be higher. These rates are as high as any in the best educated European countries, and it would be a great error to shut the Government High Schools against all but the rich by imposing an excessive fee. The object in these schools should be to obtain a high quality of pupils, and impart a high quality of instruction, so that the general level of the higher schools of the country may be raised by their example and by competition with them. A fair and suitable fee raises the tone of a school; but an excessive fee degrades it, by making it the monopoly of a class.

86. In the Poona High School, Mr. Jacob remarks on the competition of Private Schools, which now send up their own pupils to matriculation, instead of transferring them to the Government High School. This is, however, much to be rejoiced at, and the slight temporary effect on the Government School can be remedied by improving its feeders. The numbers and fee receipts have increased, competition notwithstanding, the roll showing more than 400 in attendance at one part of the year. It is also satisfactory to read that by the experiment of introducing terms, and requiring attendance for a prescribed number of days in each term as a condition of promotion, Mr. Jacob has brought down the percentage of non-attendance to only 5 per cent.

87. Dr. Bühler was well satisfied with the result of his examination of the Surat High School (Mr. Best), and Mr. Chatfield and Dr. Kielhorn praise the good and thorough

teaching in the High School at Ratnagiri (Mr. Waman Abajee Modak). The Belgaum High School (Mr. Bellairs) was divided in August into a Marathi and a Canarese side. This school has much increased in numbers. The Educational Inspector notices a great advance in the Canarese side, Canarese-speaking boys appearing for the first time in the higher standards. The school should be, in my opinion, a Canarese School, and in the Canarese country at Dharwar. The Inspector found the Kolhapur High School strong in the Vernacular and Sanskrit. It will derive great benefit from a noble endowment of 6 Scholarships, founded by the Young Raja of Kolhapur, to be held at an Arts College by boys from the school. The Kattiawad High School at Rajkote (Mr. Uttamram N. Mehtaji) draws every year a larger number of pupils from the interior of that province, and is fortunate in the kind offices of the Political Agent and the liberality of the Chiefs. The salary of an efficient Sanskrit Tutor, a Gymnasium, two Scholarships to be held in the school and one at the University, were added during the year. The Inspector in Sind speaks favourably of the High Schools at Hydrabad and Kurrachee.

88. An examination of several of the High Schools during the year has impressed the conviction upon me that the wide difference in experience and attainments between the Head Masters and the young men who teach the lower classes, imposes on the former a special call for great personal activity and the best mechanical aids in watching and revising the teaching of the lower part of the schools. Young men just matriculated seem to think that teaching is teaching, whether it has any effect on the class or not, and, if uncorrected, their work becomes a mere parody of instruction. The remedy seems to be frequent revision of the work of each class by the Head Master; a rigid exaction on his part of the use of the blackboard for map drawing and orthography; and of note books and exercise books to be kept by the boys, corrected daily by the Class-master, and produced, with his corrections visible on them, at the yearly

examination. Dr. Kielhorn especially dwells on the value of written exercises and translations from Sanskrit into English, and the reverse, and this advice equally applies to the Vernacular or Latin.

Anglo-Vernacular Schools.

89. After the High Schools come the Anglo-Vernacular Schools, in which term are included schools of very various importance, from the large independent English School, which is a High School in embryo, and the school affiliated as a "feeder" to a High School, to the Talooka School, where a little English is taught, and the Vernacular School spoilt, where a precarious English class is kept up by payment of a special fee.

1st Grade Anglo-Vernacular Schools.

90. I examined many of the larger schools in the course of the year, and my opinion is that, viewed absolutely as Public Schools in which a sound foundation of English and general instruction is to be laid, they leave much to be desired in the quality of English taught, in effective mental training, and in genuine success in implanting accurate and enduring knowledge. I do not mean to convey the impression, however, that the Masters are not in many cases painstaking, and even, according to present standards, successful teachers. The Inspectors report favourably of the schools at Nassick, Sholapoor, Ratnagiri, Belgaum, Dharwar, Broach, Neriad, Kaira, and the Fort Branch School, Bombay. These are all Anglo-Vernacular Schools of the higher class, having each a separate grant from Government.

2nd Grade Anglo-Vernacular Schools.

91. The smaller Anglo-Vernacular Schools, being chiefly Vernacular Schools in which one class learns English, have been the objects of some thought and anxiety since Sir A. Grant placed the check upon them which he described at page 39—41 of his Report for 1867-68. It was certainly wholesome to direct that these English classes shall be closed whenever they contain less than 15

boys paying an 8 anna fee. But the testimony of Inspectors and Deputy Inspectors is unanimous that the limit of numbers causes the perpetual closing and re-opening of the English classes, and that the fee is not sufficient to supply teachers of *good* English. My own experience is very clear, that the vernacular teaching of these hybrid schools is much inferior to that in simple Vernacular schools, the minds of teachers and learners being distracted between two studies when they should be concentrated on one. I do not see how the exaction of a certain minimum number of English learners is of any avail in itself. If five pupils will pay for a teacher of *good* English, they may properly have one. It is a good thing that Indian boys should learn English, but the difficulty is that the State cannot afford good English teachers for all; and as it cannot supply them to the superior Vernacular Schools, the people who send children to those schools must needs pay for them if they would have them. Their alternative is to send their boys to the higher grade schools, but these are distant. On the other hand, it is the duty of this Department to refuse to supply any but *good* English teachers, and, if the people cannot subscribe the pay of a good English teacher, to refuse to allow a bad one to teach in a Government School. The certain, if severe, remedy of the present case seems to be that English teachers in these schools should be required to hold a certificate of competency, signed by the Educational Inspector, and that a certain portion of their pay being supplied by the common funds in return for the part of their time spent in teaching the Vernacular, the rest of the salary necessary to secure their services must be paid by the class. It must be added that English classes will not be opened unless with a fair prospect of permanency.

92. Of course, this rule will close many English classes, and, as it will tend to reduce to a system the direct payment by the people for instruction given in English in schools below a certain rank, I think that the claim of the people to have a fairly liberal establishment of good English Schools

of the higher rank at the public cost deserves to be weighed with care.

Present provision of Schools of higher education.

93. I have given much thought, by the help of experience gathered during the year, to the subject of higher school education, and have been strongly impressed with the belief that the full benefit of the University, the last great bequest of the East India Company, is lost for want of a little larger expenditure on the schools which prepare for it. Those schools are astonishingly few, and of those few many are poor. In 1867 Sir A. Grant wrote: "The University is depressed because the High Schools are not better, and the High Schools are depressed because the University does not furnish more and better scholars to be Assistant Masters." But the worst difficulty of Head Masters of High Schools was in "the material they have to deal with, namely, the boys sent up from Anglo-Vernacular Schools." He continued, "this state of things will gradually work itself out." But in my opinion it still exists in its full force. A boy intended for the University goes, after passing through a course of study in his Vernacular, to one of the English-teaching Schools which feed a High School. If the teaching staff of that school does not comprise a single Master possessed of any real scholarship or culture, how can the boy begin his training for College there? His time is spent, perhaps, in acquiring an English accent which it will take him ten years to shake off. Perhaps, however, the boy lives near no town which possesses the rare treasure of a superior Government English School. In that case he joins with 15 or 20 others in paying a special fee to learn at the Vernacular School, from such a teacher as chance may supply, a kind of English of which it seems to be pretty generally doubted whether it is not worse than none. Of the class of schools which give the better chance there are absolutely only twenty-six* in the

* It is noteworthy that in 1855, under the Board of Education, there were already thirteen Government English Schools. The 250 Vernacular Schools of that day have been increased to 2,124, chiefly from Local Funds.

whole Presidency and Sind. All the rest are schools for Vernacular instruction with an English department or class. Now I do not contend for an indefinite increase of schools: I had rather see the number fixed. But I would have each school conducted by a scholar, and the preparation for the University *good* from first to last. If the Government were willing to establish sixty good schools for our fourteen millions, on condition of establishing no more for twenty years, I should recommend that the offer be accepted.

94. I have very recently brought before Government the subject of the provision of higher Schools in the 17 British districts in a letter, of which I will here quote a portion:—

"The provision of schools for these seventeen districts comprises 8* High Schools and 23† Higher Middle Class as the entire State provision for secondary instruction. There is, therefore, a High School for every million and a half, and a Higher Middle Class School for every half million of people.

* In Sind are—
2 High Schools.
1 Higher Middle Class. School.
And in Camps in Native States are—
2 Higher Middle Class
† Two of these are partially endowed by private benefactions.

"Take, again, the list of towns and their population prepared for my Report, No. 2560, on the subject of School rates. Passing over Ahmedabad, Surat, and Poona, we come to Hooblee, the fourth town in the Presidency, said to have 50,000 inhabitants. There is no Government Higher School in Hooblee. Such provision as there is has been got from the grant to Primary Education. Dholka (population 20,933), Veeramgaum (population 18,414), Oomret (population 13,724), Kupperwunj (population 13,475), Panderpoor (population 13,283), and many other of the largest towns, are in the same predicament. Again, the State contribution to the

Higher School at Broach (population 31,207) is Rs. 115 per mensem, and at Neriad (population 21,030) is Rs. 55.

"Now I think it must be admitted that the scale of this school system is not large enough to have any appreciable effect upon twelve millions of people.

"But to proceed to another point. If the 'feeders' of the High Schools were good, this small engine of enlightenment might at any rate work perfectly in itself, although on a curiously small part of the field it is required to cover. But many of them are not good, and cannot be made and kept good under a certain cost. Thus the High Schools get crude material from the 'feeders,' and the Colleges from the High Schools, and then the College Tutors see their men go into the world without being able to feel sure that they have had time to mature their intellectual powers up to the point whence they can advance alone.

"What I would insist upon is that if Government is to support a University, Colleges, and High Schools, it is necessary to have 'feeders' good enough and numerous enough to do them justice.

"I am well aware that some readers of these remarks, admitting the facts, will come to a different conclusion as to the duty of the State. They will say that Government cannot go on opening school after school *ad infinitum*; that I have omitted to take note of private middle class education; that it is not desirable to give a high education to the poorer classes at the public cost; that if the people were ripe for a larger school system they would show it by some spontaneous effort.

"Now it is precisely my object to put an end to the method of opening school after school *ad infinitum*. It is just this going on opening a school here and a school there, without a preconceived plan or policy, which has thrown a vague, misty indefiniteness over the future, and has alarmed Finance Ministers at the steady and ceaseless increase of the Educational Grant. There seems to me to be a definable limit in the supply of higher education up to which the State should go, but beyond which it should not go. The State provision for higher education is emphatically a thing respecting which Government can lay down what it will do and what it will not do, and with the best effect: for when Government has clearly said how far it will go, private societies and persons know exactly what they must undertake themselves if they wish to have it done at all. I submit that it is quite possible for the Administration to map down their whole system of higher schools with its cost, the guiding principle being the establishment of Model State Schools at such moderate distances that no district may be without an examplar for the Private Middle Class Schools which will be opened when middle class education extends itself. When that happens the State need not open any more schools, or incur any extra cost, for the middle classes will do it for themselves.

"Secondly, I have not forgotten the Private Aided Middle Class Schools. The number is very small, and not likely to increase. To get Private Middle Class Schools in large numbers it is needful to have that phase of social life which makes their establishment possible. If these elements of society are scanty or wanting, the absence of Private Middle Class Schools does not prove the absence of a genuine anxiety for higher education. Now I

ask for a fair consideration of our position in this Presidency with respect to Aided Schools. Aided Schools are chiefly set on foot by Missionary Societies and by Zemindars. We have a much smaller proportion of either than other provinces, *e. g.* than Bengal or the North-West Provinces. We have a very small middle class, and the wealth of the country is below the middle class, distributed evenly among a vast number of holders. We have few corporate bodies or societies. I foresee no probability of a rapid growth of Private Middle Class Schools. But the absence of combined voluntary effort does not prove the absence of a demand for higher education. The yearly* increase of attendance in schools of every class is decisive on that point. And, however plentiful the supply of Aided Schools might be, I should still consider that good Government Schools should be maintained at reasonable distances; for I hold that the Government School of each locality should be the model on which Aided Schools should form themselves; and where a Model Public School is entirely wanting, I do not see how it can be expected that the school established by private effort will be correctly shaped or healthily administered.

Note.—This may be more forcibly felt by comparing with our Native States, where the eminent heads of Native society may be easily acted upon, and many higher schools are consequently supported by non-Governmental agency.

It may be said that the opening of Government Middle Class Schools in many places will needlessly supersede the Private Schools which might otherwise

* The number of scholars in the Presidency has increased fifty per cent. since Sir A. Grant asked for the last increase to the State's assignment to Higher Middle Class Schools.

be looked for. But by withholding or withdrawing the Government Schools we shall not *create* those elements of society which are needed for the establishment of Private Schools. On the other hand, what our people fail to contribute in management, they are by no means unwilling to contribute in money. Within the last few years the agricultural classes have supplemented the public aid to primary instruction by a Local Fund of over six lakhs per annum, and the fee rates of all our schools would not be considered unduly low in Europe. On the other hand, it has very often been asserted, and was perhaps admitted in the Despatch of 1854, that the State will undertake the charge of secondary education until it can hand it over to some other Agency.

"I will add this remark on the present recipients of higher education. It has often been said—disparagingly—that their general object is to get Government appointments. I do not think that this is true of those who pursue the University course beyond matriculation, but they certainly are mostly men who have to support themselves by their own exertions; and, that being so, it is hard to see how they can do better than seek to fill the lower administrative offices. But they are also largely employed in the profession of teacher; they find work in the Law Courts, and on the Press, and in the administration of Native States. The consciousness that this class is acquiring a superior influence will probably be the lever which will ultimately force the rich middle class out of their seclusion of incurious ignorance. Is it not a matter of political importance to educate as well as possible, and in as large a measure as we can afford, a class which has already begun to give a distinct colour to public opinion, and is certain to

carry back among the youth of the masses whatever tone of thought it may have acquired in our Schools and Colleges? In 1854 the Honourable Court wrote of the illumination of the masses: 'This can only be done effectually through the instrumentality of Masters and Professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained.' Now the rich will not take employment as Masters and Professors, and to make higher education the privilege of rank and wealth, as has been suggested, would be to sacrifice our best educational agency, to retard indefinitely the growth of an influential middle class, and to reduce primary instruction to a mere mechanical department of Executive Government.

"Then arises the question, what can this Presidency afford to expend on its system of schools for secondary education? Educational projects are often rejected because funds are not available. But it is surely a matter of choice whether there are funds or not. It rests with the Government of the country to decide how it will appropriate the surplus of revenue left after the cost of administration is provided for. In 1869-70 this surplus was about seven millions sterling, of which not much more than half* a million was alloted to Education. It should be said, therefore, not that money is absolutely wanting, but that it is judged to be necessary to give the money to other objects of expenditure. The responsiblity of thus holding the balance between the claims of Education and

* £614,032.

Public Works is obviously a very serious one. It would be a very serious thing to answer the question, *What is an adequate national system of Education?* differently from the civilized nations of the West, or to act as if the education of the masses were a public work of less account than communications or buildings.

"It would, I submit, be much easier to come to a just decision as to the funds available, if the case of each Presidency were treated separately. It cannot be difficult to calculate what surplus of revenue each province has left after paying for its own internal administration and its share of the cost of the common administration of India. I have attempted such a calculation in the statement below, only hoping that I shall not be held

	2	3	4	5	6	7
Presidencies.	Total of Items of Revenue *bonâ fide* raised in the Province.*	Cost of administration of Provinces†.	Surplus.	Contribution according to population towards common deficiency‡	Surplus available for Education and Public Works.	Remarks.
	£	£	£	£	£	
Bengal	6,284,293	2,619,167	3,665,126	2,840,029	825,097	According to the Comptroller-General's statement of Revenue and Expenditure. "Actual of 12 months ending with January 1870."
Bombay	4,978,075	2,731,874	2,246,201	922,087	1,324,114	
Madras	5,077,160	1,795,878	3,281,282	1,954,825	1,326,457	
N. W. Provinces ..	5,014,194	1,575,091	3,439,103	2,213,010	1,226,093	
Punjab.....	2,548,640	1,076,361	1,472,259	1,106,505	365,754	
Oudh	1,576,755	487,579	1,089,236	590,136	499,100	
Central Provinces..	933,487	536,046	397,441	479,485	.....	

* The items included in column 2 are Land Tax, Forests, Excise, Assessed Taxes, Stamps, Law and Justice, Police.

† The items included in column 3 are Land Tax, Forests, Excise, Assessed Taxes, Stamps, Civil Administration, Law and Justice, Police, Printing, Allowances to District and Village Officers, Allowances and Assignments.

The only items left out of calculation are two, viz. (1) Political Agencies £476,696, which is more than covered by (2) Tributes from Native States, £655,735.

‡ Common deficiency is thus calculated :—

$$+ 11\,p^{i}$$

to account for any errors which my imperfect information may have admitted. If it is true that the surplus revenue of Bombay is at least a

---

Common Items of Revenue, viz.:—
Customs, Salt, Opium, Mint, Post Office, Telegraph, Marine, Army, Miscellaneous, Interest. These produce £20,840,046.

Common Items of Expenditure, viz.:—
Interest on Service Funds, ditto on Debt, Allowances, Refunds and Drawbacks, Customs, Salt, Opium, Mint, Post Office, Telegraph, Army, Marine, Miscellaneous, Superannuation Allowances, Ecclesiastical, Medical. These cost £24,053,636.

} Difference £3,213,510.

Home Charges.....	£6,705,596
Government of India.	,, 481,940
	£10,401,126

Column 5 is obtained by assuming 141 millions as the taxable population of British India (*see* Chesney's Indian Policy, page 57)—dividing the common deficiency (£10,401,126) by 141—quotient 73,767: then multiplying 73,767 by the following sums, which are taken (after Chesney) as the number of millions of inhabitants in each province:—

Bengal	38½
Bombay.....	12½
Madras	26½
North-West Provinces.....	30
Punjab	15
Oudh	8
Central Provinces	6½

The total surplus is £5,566,615. In the Budget of 1870-71 there is provided:—

	£
Education.....	680,530
Public Works, Ordinary	3,998,400
Railways.....	4,769,063
	9,447,993
Deduct Receipts.....	3,321,702
	6,126,291

which seems to show that my calculation of the surplus is rather below the mark than above it.

The Census has proved the population of Oudh to be eleven millions, but I have thought it best to follow Major Chesney's estimate for all. Our present statistics are apparently worthy of very little confidence.

million and a quarter sterling per annum,* would it be unreasonable to suggest as a fair division one-fifth to Education and four-fifths to Public Works ?† And if it is granted that something a good deal short of that proportion will supply, with all other necessaries, a good and complete system of secondary schools, I do not understand on what theory of State policy it can creditably be withheld.

"To enable Government to compare the distribution of the Educational grant in Bombay with that in other Presidencies and Provinces, I have compiled another Statement‡ from the Reports on Instruction for 1868-69. For purposes of comparison, the whole of the public money spent in English-teaching schools is entered in column II., but in truth about Rs. 35,000 of the lump grant to Bombay in aid of primary instruction is there included, and this sum is really spent on the upper Vernacular Schools, for the English taught in them is chiefly paid for by a higher fee-rate, and not from the public grant. The State provision for collegiate and higher school instruction is therefore under three lakhs, and is surely moderate, if the work done is considered. The addition I wish to obtain will not raise it above the average of other Presidencies. And be it understood that I argue nothing from the comparisons which may be drawn on this table, except that the only fair and satisfactory plan is to treat each Administration as a separate entity by the light of three data, viz.,—(1) the annual surplus of public revenue which that Administration has to spend on education; (2) the amount of local educational funds which it is raising; and (3) the amount of work which it is doing, as shown by the

‡ See next page.

* £ 1,324,114.

† We divide our Local Funds, one-third to Education and two-thirds to Public Works.

percentage of population under instruction. The first datum is the principal factor of the grant, inasmuch as a province cannot expect to spend more than it has. The second and third data show how much its education ought to get; as they testify how far the province is doing its own part, and whether the Educational Funds are economically and usefully spent.

Education in

Provinces.	Area, including Political States. Square miles.	Population, including Political States.	Number of Children of educable age.	Number of Pupils in Schools.			Total number of Children under instruction.	Percentage of Children under instruction to Children of educable age.
				Government.		Aided and Inspected.		
				Higher.	Lower.			
1	2	3	4	5	6	7	8	9
Bengal	316,000	41,658,522	6,943,087	12,862	12,995	140,000	174,947	2½
Bombay and Sind.	214,543	19,843,629	3,307,271	22,977	118,020	16,006	157,002	5
Madras.....	257,844	37,086,737	6,181,122	10,988	....	75,994	86,982	1¼
North-West Provinces.	91,838	32,405,015	5,400,835	4,492	123,450	18,064	*146,006	2⅔
Punjab.....	203,882	22,320,695	3,720,115	11,040	61,185	27,012	100,146	2⅔
Oudh.....	23,992	11,000,000	1,833,333	4,448	21,383	4,852	30,683	1⅔
Central Provinces.	114,718	9,104,511	1,517,418	6,024	39,066	27,717	72,807	·5
Berar.....	17,000	231,565	38,594	2,041	8,566	2,370	14,577	.....
Mysore	31,000	3,500,000	583,333	1,369	8,558	5,202	15,129	.....
Coorg.....	2,000	100,000	16,666	197	1,004	32	1,293	.....
British Burmah...	90,000	2,300,000	383,333	570	....	5,544	6,114	.....

* 54,610 in Indigenous Schools not included. They are merely "visited

† Half of the North-West Provinces Cess is paid by Government, and vinces Government pays one-fourth.

"Apologizing for these discursive remarks, I now go on to treat our higher school system in detail, and to show what additions I think it incumbent on Government to allow if possible.

"*High Schools.*—I have said that there are only eight High Schools supported by Government in the seventeen Collectorates. The High Schools at

India in 1868-69.

Grant from Imperial Funds.					Fees and Fines.	Expenditure of Local Taxation.	Revenue *bonâ fide* raised in the Province.
Supervision.	Government Colleges or Schools.		Grants-in-Aid.	Total.			
	English.	Vernacular.					
10	11	12	13	14	15	16	17
Rs. 2,03,315	Rs. 7,23,954	Rs. 2,21,886	Rs. 4,79,155	Rs. 17,22,310	Rs. 3,43,375	.....	Rs. 6,28,42,930
1,72,963	3,27,782	1,80,496	60,337	7,40,578	1,04,639	5,00,396 (cess)	4,07,60,750
1,54,953	3,55,331 (or nearly all)	.....	2,41,900	7,52,184	.....	28,558 (rate)	5,07,71,000
2,00,511	3,09,341	1,54,422	1,95,794	9,20,068	40,824	2,09,704 † (cess)	5,01,41,040
1,03,435	1,86,769	46,278	1,55,161	5,51,643	.....	2,23,513 (cess)	2,54,86,400
50,008	71,099	19,551	52,286	1,98,944	12,250	1,04,232 (cess)	1,57,67,550
68,237	83,443	28,116	37,584	2,17,380	13,803	1,44,804 † (cess)	93,34,870
42,130	87,781	56,770	.....	1,86,681	16,374	38,742	.....
24,475	50,948	38,879	32,766	1,47,068	.....	Cess is proposed but not yet levied.	.....
1,300	6,495	2,551	76	10,322	.....	.....	.....
16,010	17,371	.....	70,882	1,04,183	4,650	15 per cent. cess since 1865 kept unexpended at present.	.....

sometimes by Deputy Inspectors."

should therefore be added to the Imperial Grant. In the Central Pro-

Ahmedabad and Surat are well placed in the heart of the Gujarathi-speaking country. Bombay and Poona, of course, have their High Schools. Those at Dhoolia, Ratnagiri, and Ahmednuggur are conveniently placed for the Marathi-speaking people. Between the true Marathi and true Canarese districts there is a wide neutral ground, and within its lines at Belgaum our remaining High School was placed originally for political reasons. Belgaum is, besides, rather a camp than a city, and its climate is disagreeable to Natives. But our Southern Districts, which are really Dravidian-speaking, have no High School of their own, and, as I have said above, no Imperial School at all at the great commercial centre, Hoobloe (population said to be 50,000), which is separated from Dharwar (population 30,000) by only twelve miles of good road. At Dharwar, therefore, (the District Head Quarters,) I would place the Canarese High School, and the people of that district have lately shown their anxiety to obtain that connecting link with the University by subscribing largely for a High School-building. A school of the second rank will, I consider, suffice for Belgaum, and the political element in the present school will clearly find its best centre at Kolhapur.

"*Higher Middle Class Schools.*—These schools are of two kinds—(1) *Independent*, in large towns at a distance from any High School; and (2) *Ancillary*, in immediate connection with a High School as 'feeders.' Two High Schools, Dhoolia and Ahmednuggur, are without any ancillary schools in those towns. That is to say these High Schools profess to prepare for the University boys whom they

Independent are—Neriad, Broach, Kaira, Sattara, Sholapoor, Malligaum, Nassick, Callian, Tanna, Kalladghi, Dharwar, Carwar, Sirci, and ten Ancillary.

receive from the Vernacular Schools which maintain an English class, and the base of higher education is virtually wanting and substituted by a make-shift. The Surat High School has only one ancillary, and that one is very poorly* subsidized. The Poona High School has only one also in Poona City. I propose to give one ancillary school each to Dhoolia (population 10,670) and Ahmednuggur (population 27,735), and one more each to Poona (population 80,000) and Surat (population 90,000). There will then be 14 ancillary schools for the 8 High Schools, as follows :—

	Population.	Government High Schools.	Ancillary Schools, or feeders.
Bombay	816,000	1	3
Ahmedabad	120,000	1	2
Surat	90,000	1	2
Poona	80,000	1	3
Ahmednuggur	27,735	1	1
Dharwar	24,360	1	1
Dhoolia	10,670	1	1
Ratnagiri	10,064	1	1
		8	14

"The *Independent* higher Middle Class Schools are of various grades of importance, according to the size of the towns they provide for. Eight important towns have been disposed of above under High Schools. Thirteen others have schools supported by an Imperial subsidy distinct from the Vernacular Grant: and that is all. Of these thirteen, those in the largest towns, situated in the richest districts, which

Rs. 145 per mensem is the common State endowment, but Neriad (population 21,030) has Rs. 55, Broach (population 31,207) has Rs. 115.

* Rs. 115 per mensem

therefore pay the largest contributions to the fund for primary instruction, and the highest land-tax, are the worst endowed by the State. This arose from a misconception by my predecessor, who described these schools as adequately endowed, when in reality they are drawing a large subsidy from the Local Funds for primary instruction. The same thing has happened in the Ahmednuggur High School. These perversions of the Local Fund should immediately be rectified.

"Of the other existing Independent Schools, I observe that they ought not to be all brought down to the same class by an uniform grant, but graded according to their importance: for they range from the great town, which only just fails to claim a High School, down to the market town of a few remote Talooks.

"Besides reorganizing them I propose to add to their number, so as to make a small compact Higher School system, touching all parts of the 17 districts: not, let me say, adequate to *educate* the 17 districts, but adequate to make the Government system the ruling system of the country, and adequate to educate highly as many students as may be desirable, until the public seek higher education more freely for themselves;—a system small but well organized and efficient; not feeble, partial, and imperfect.

"At six important towns I would have an intermediate class of school between the High School and the ordinary Middle Class School. These may be called Second Grade High Schools or not, but I would make them admissible to the privilege of matriculating boys as a recognition of high efficiency. But I intend as their special object a course of instruction designed to prepare boys for business or official life, and I shall propose that the highest standard of instruction in them shall be that which

qualifies for a first-class certificate for entering the Public Service. They will teach up to a certain stage the usual Anglo-Vernacular Standards, but beyond that they will have one or two special standards, of their own. The right to matriculate is greatly coveted, and if made conditional on efficiency will be a powerful stimulus to the Masters. It is essential that the salaries of the upper Masters should be such as to secure men of real ability and power.

"The places are—

Ahmednuggur.	Sattara.
Nassik.	Belgaum (after the
Broach.	High School is
Neriad.	transferred).

The rest of the higher Middle Class Schools I propose to classify in four grades. The arrangement of the schools in these grades will be best shown in a tabular form. The now existing schools are distinguished by italics (*Kaira*) from the new schools it is proposed to open. The Ancillary Schools are also entered here, falling mostly under Scale III. They have an A prefixed. Those in Bombay should be better endowed than those in the districts.

	Scale I.	Scale II.	Scale III.	Scale IV.
Northern Division.	....	*Kaira.*	A *Ahmedabad*, No. I. A. *Ahmedabad*, No. II. A. *Surat*, No. I. A. Surat, No. II.	Veerumgaum. Dholka. Kupperwunj. Jumboosur. Godra.
North-East Division.	....	*Malligaum.*	A. Dhoolia. A. Ahmednuggur	Nundoorbar. Nusseerabad Newaseh.

	Scale I.	Scale II.	Scale III.	Scale IV.
Central Division.			A. *Poona City*, No. I.	*Cullian.*
				Punderpoor.
				Barsee.
	"		A. Poona City, No. II.	Joonere.
	....	*Sholapoor.*		Waee.
		Tanna.	A *Poona Camp.*	Vingorla.
				Dapoolee.
			A. *Ratnagiri.*	Bassein.
				Alibaugh.
				Amarchandwadi.
Bombay City.	A. *Fort Branch.*	A. *Gokaldass Tejpal's School.*	.....	Lower Mahim.
				Upper Mahim.
		A. *Juganath Sunkerset's School.*		Chandanwadi.
Southern Division.				*Kulladghee.*
			A. *Dharwar.*	Bagulkote.
	.....	*Carwar.*		Beejapoor.
		Sirci.	A. Hoobloe.	Neepanee.
				Raneebednore.
Total.	1	8	12	26

"It must be understood that there are in all these places already classes learning English under very imperfect teachers who are paid by an extra fee. The fee rate will not be lowered, but, on the contrary, increased. A new school will be formed, and the school where English is taught will return to its proper function of a Vernacular School. In my opinion, many of the higher Vernacular Schools have been spoilt by the permission to form an English class. Attention is divided between two lines of study, and both suffer. On the other hand, there are no better schools in the country than the superior Vernacular Schools, which concentrate their strength on their own proper function.

"The schools of the II. and IV. scale will aim at collecting 100 pupils. The numbers in the Auxiliary Schools vary considerably.

"According to this proposal, the provision of higher schools for our 80,000 square miles and 12 millions of people, will be—

"Seven First Grade High Schools and six higher Middle Class Schools, which may be allowed to matriculate pupils—that is one school to every 923,000 persons.

Approximate number of pupils:—	
2,500	
900	
2,250	Fifteen Ancillary Schools, or feeders, to the seven First Grade High Schools, Hooblee being counted as a feeder to Dharwar.
3,200	Thirty-two independent higher Middle Class Schools, six of a higher and twenty-six of a lower grade—
8,850	that is one for every 387,100 persons."

95. The occasion of the letter from which I have quoted was a proposal of the Government of India to re-model the financial management of higher schools according to the following Regulations:—

I. All Government Schools, except cess schools, to be divided into classes and grades, and the portion of the charge for establishment payable by Government for each grade of schools in a class to be fixed.

II. The scale of charge thus ascertained will hold good for three years, and all other expenditure will be met by schooling fees and other contributions. The Government contribution will be made in the form of a charge for fixed establishment—the residual charge for such establishments, and all varying and contingent charges, being made good from local funds to the general revenues.

III. The whole expenditure of the school will be provided for in the Budget from the Imperial grant, and the difference between the actual expenditure of the year and the Government allowance will be made good to the general revenues from fees or other contributions.

IV. All fees or other contributions will be paid into Government Treasuries and credited to a local fund of the particular school, with a charge *per contra* of the amount which has to be credited to general revenue from this fund under Clause 3rd. The entire control of these local funds will be in the hands of Local Governments. All that the Government of India will see is that the local receipts of each school are such as to justify that proportion of Imperial grant which may be decided upon, and that the general rates of pay arranged under Rule I. are not disturbed.

The effect of these rules would be that, provided that the several School Fee Funds transfer to the credit of the general revenues the annual proportion of the cost of establishment which it is decided that they are to bear, the whole of the expenditure will be provided in the Imperial Budget, and the whole of the salaries of all the Masters will be counted as carrying pension subject to the rules in force. This would clearly be a great boon to the Teacher's profession, and, as a matter of business, it is highly reasonable that "the fees should appear in the accounts instead of being an unknown fund spent without any kind of Imperial supervision." The fees being the direct payment of the scholars for their education, and the Imperial grant being measured by the deficiency of the fee payments below the cost of the school, Government has every right to regulate the expenditure of the fees.

96. I pointed out, however, that the proposed proportion of the State's contribution to the whole cost, which was to

be the same as the contribution to an Aided Private School, or one-third, is insufficient: for a fee designed to raise two-thirds of the cost of a good school would be so high as to be prohibitive, and the absence of any other resource is commonly implied in the maintenance of a Government School. I have come to the conclusion, however, that the local resources, including fees, may always be required to supply one-third of the cost, and that the State grant should not be more than two-thirds or less than one-half. I also submitted that some discretionary expenditure of fees should not cease to be allowed. The fees of the higher schools are now credited to a fund managed by the Educational Department. Each school gets a large part of its fees in the salaries of extra teachers, and the rest is used as an auxiliary resource for occasional needs. The Fee Fund is the only elastic agency in our Educational finance—the only relief from the effect of a strictly centralized system; and I have no hesitation in saying that to withdraw it entirely from my control would be a great evil.

97. The following, therefore, are the rules which I proposed for the management of the Fee Fund of higher schools (that is all schools above those supported from the Vernacular Grant and Local Funds):—

(1). The fees of all Imperial Schools shall be credited to the General Fee Fund, the accounts of which shall be kept separately by each Inspector for his own Division.

(2). Ten per cent. of all fee receipts in Imperial Schools shall first be credited to a Contingent Fund, to be expended under the authority of the Director of Public Instruction.

Object—Relief from extreme centralization.

(3) The fee account of the remaining 90 per cent. of fees in Imperial Schools shall be kept separately for each school, and called the School Fund. Any

private endowment belonging to the school shall be credited to the School Fund.

(4). The School Fund shall in each case be paid over entire to the general revenues when its annual receipts are less than half the sanctioned charges of the school which are included in the Imperial Budget. When they are more than half, then a sum equal to half the said charges shall be made over to the general revenues, and the surplus shall be administered by the Educational Department for the improvement of the school.

(5). A statement shall be appended to the Annual Report on Public Instruction, showing in each Imperial School the proportion borne by the sum credited to general revenue from the School Fund to the expenditure of public money. The Government of India will modify the grant for the ensuing year according to the proportion shown in this Statement by reducing the Imperial sanctioned scale of Establishment or closing or transferring the School.

1	2	3	4	5	6
Expenditure from sanctioned charge in 18 .	Amount of School Fund credited to General Revenue in 18 .	Proportion of amount in column 2 to Imperial Expenditure.	Deficit of School Fund below ½rd of Expenditure.	Surplus of School Fund above ½rd of Expenditure.	Surplus of Schools Fund above ¼ of Expenditure.

(6). When an Imperial School has a permanent surplus of School Fund above ½ the expenditure, it shall be allowed to pay to general revenue from the surplus the salary of one or more extra teachers, and such salary or salaries

Object—To secure to the extra teachers the great advantage of pensions. This cannot be asked when the surplus is precarious.

shall be considered with regard to pension, as part of the sanctioned Imperial establishment of the school.

What I propose, therefore, is, that until a certain maximum is reached Government should take over the whole of the fee collections, except a small percentage kept for occasional emergencies. Of course Government will fix the fee rate. And lastly, Government will review the financial status of each school at the end of each year and pass orders upon the review. I think it will not be unreasonable that Government should require one-third of the cost of the school to be found by the community, which may make up in any way it pleases the amount by which the fees fall short of one-third. It may be made at any time a condition of continuing a school that the community should formally engage to do this.

As to the rate of fees, I find no reason to think that the classes under instruction are reluctant to pay as much as they can afford. The fee rates will be those shown in the margin. I have reduced free admittances to 20 per cent. as a maximum, and may reduce them further when the system of Local Fund Scholarships comes into full play. Government can compare the scale of fees with those in force in other countries. I believe that the College fees are higher than those in France or Germany. The highest school fee rate in Prussia is £4 per annum,* and in Switzerland £2-8. I hope, therefore, that Government will come to the conclusion that the public interests are sufficiently cared for in this matter.

	Rate per mensem. Rupees	Per Annum. £
Arts Colleges.. ..	5 and 10	6 and 12
Engineering College	3 „ 5	3-12 „ 6
Law School	2-8 „ 5	3 „ 6
Medical College....	5 (proposed)	6
High Schools	1-8 to 2	1-16 „ 2-8
In one case	3 and 4	3-12 „ 4-16
Higher Middle Class I, II, III.	1, 1½, „ 2	1-4, 1-16, 2-8
Class IV.	1	1-4

* The average fee in the Gymnasia is about £3.

Local Fund Reserve Scholarships.

98. I will now explain the provision which has been made, with the concurrence of Government and the District Committees, for bridging the gulf between higher and lower education.

At the beginning of the year I found that, under the orders of Government, a large amount of the agricultural rate or cess had been accumulated in reserve to guard against any sudden contraction of income, and was lying unfruitful in the Treasury. I proposed that these sums should be invested and the interest made an asset of the Local Educational Fund. But as this interest is in some sense precarious,—for any mischance which may call the reserves into use would stop the payment of it,—I proposed that it should not be expended on founding schools, but on scholarships to be held by the sons of cess-payers at schools of secondary education. Nearly a lakh of Rupees has been invested, and in one case a half year's interest is already in hand, and scholars are being selected.

It is my intention that the District Local Fund Committees, using the Educational Inspectors agency, should make the selection of the scholars a personal care; nominating them on the recommendation of the Educational Officers; deciding at what school they shall study, what stipend will suffice for their maintenance, and for what period the assistance shall be continued. Among other conditions, the scholar will be expected to state a definite object and purpose in seeking higher education. The personal supervision exercised by the Committees will make the scholars in some sense educational wards. The helping hand will be extended with discrimination, and under conditions which will protect higher education from being held too cheap.

Vernacular Schools.

99. The advance of Vernacular education is to be judged as well from the increase of numbers under instruction in the Government Schools (11,618) as from the results of the examinations under the Standards. The gain in numbers has

been made in the Central Division (111 new schools), chiefly by new schools opened in Ahmednuggur and Sattara; in Sind (48 new schools), as a result of the introduction of the new Hindu-Sindhi character, which has opened the Government Schools to numbers who would not study the Arabic-Sindhi; in the Northern Division (99 new schools) mostly in Kaira and Kattiawad.

100. That the desire for a further extension of popular education exists is shown by the receipt of 135 petitions for new schools in the Central Division, 8 in Sind, 40 in the Northern Division, 90 in the Southern Division.

101. There is no reason to suppose that the demand will not continue, but the cess receipts will reach their maximum this year under Act III. of 1869, which imposed the rate on all lands whether assessed to the land-tax or exempt. When the entire income of the cess is fully employed, the annual increase of schools and scholars must of course cease, except in so far as the increase may be continuable by better economy. In some districts difficulty is already felt in providing both salaries and school-buildings, and it would be a great relief if some of the latter could be constructed out of the Local Works portion of the cess.

102. The results of examination under the Standards show improvement; but I agree with the Inspectors that the neglect of the highest Vernacular Standards is still a defect, and a serious one, for it is nothing less than the neglect of *middle class education through the Vernacular*. But I think it may be remedied by appointing well trained Masters, by checking the premature study of English, and by attaching the certificate of admission to the public service to the last instead of the last but one of the Vernacular Standards. At the same time it has become clear that the country-people are anxious for a large supply of strictly Primary Schools, and this want must be met by establishing in hamlets branch schools or classes connected with a central village school.

103. On all accounts, therefore, we require a body of thoroughly well-trained Vernacular Masters, who may be trusted to encourage Vernacular middle class education in their own schools, and to supervise Vernacular primary education in branch schools. The Inspectors' Reports will show that this important matter has not met with all the attention it deserves; but it is satisfactory to observe that the Inspectors all anticipate an improved state of things from the measures adopted during the year. I cannot but conclude that the practice of appointing untrained or half-trained teachers must have had a depressing effect on Vernacular instruction, and it seems to me that the outlay necessary to place the Vernacular Training Colleges on a thoroughly efficient footing was among the first for which provision should have been made from the new Educational Cess.

104. The expenditure of the Cess income raised under Act III. was thus divided among various objects in the year 1869-70:—

	Rs.	a.	p.
Inspection and Management	7,577	7	9
High Schools	3,360	0	0
Middle Class Schools	44,632	1	7
Lower Class Schools	3,38,164	7	4
Training of Masters	14,448	1	0
School-buildings	59,152	12	10
Scholarships, Books, and Furniture ...	59,010	5	9
Reserve invested for Scholarship Fund.	67,000	0	0

105. The expenditure on the Ahmednuggur High School (Rs. 3,360), and the Broach (Rs. 4,016) and Neriad (Rs. 5,523-9-2) First Grade Anglo-Vernacular Schools, is a misappropriation of the fund to purposes which should be met by a public grant. With these exceptions the fund is honestly administered for the popular benefit.

106. The number of the children of cess-payers in the Government Schools is now more than half the entire number in the schools they attend. It has been observed during the

year that the agricultural population rated to the cess is not more than half the whole population of the Presidency. As the cess income is to the Government Grant to Vernacular Education nearly as 3 is to 1, it is clear that the agricultural half of the population is paying ¾ths of the cost of educating the masses.

107. Supposing, however, that a rate equal in production to the agricultural cess is imposed on the non-agricultural classes, it may still be easily made apparent that the Fund for educating the masses cannot dispense with either the present Imperial Grant, or any other aid which may be forthcoming. Our returns show that we have 129,112 scholars under primary instruction in 2,305 Government Schools, or an average of 56 scholars to each school. Taking the total cost, I find that the average expenditure on these schools is Rs. 295 per annum. Somewhat more can be done perhaps for the same money by studying to raise the average attendance, and by the experiment of establishing branch schools and classes about the better vernacular schools. But in a population of 12 millions it would not be a high rate if one million of children were in primary schools. To do this, possibly seven times the present expenditure would be sufficient. This would represent, with the cost of training teachers, a sum of 51 lakhs (£510,000), of which, should Government supply ⅓rd, the cost to the State would be £170,000, and 34 lakhs would have to be raised by local means. Now the present educational rate is raised from only half the people, and is only one-third of the anna levied on each rupee of land revenue,* the other two-thirds being given to Public Works. The one-third is estimated to produce fully Rs. 600,000 in the present year exclusive of fees. The whole anna in the rupee would give,

* I may be accused of paradox, but I think that a one anna rate might be less felt as a tax than a four pie rate. The people would probably rather pay a rate which will ensure them a school, than a rate which will only supply schools to a certain number of villages, of which theirs may not be one. If they get a good school with a small Government subsidy for eightpence per head per annum, would they feel oppressed?

therefore, 18 lakhs, or more than is required from the agricultural half of the people. If a cess of equal weight were imposed on the non-cultivating classes, the rate per head on the whole population would be under ⅓rd* of a rupee (8*d.*) per annum, whereas the Municipal rates in some towns are one and even two rupees per head.

*36,00,000 rupees from 12,000,000 of people.

108. This is what we have to do. While I cannot say that it appears to me impossible, I am sensible that it will appear to many readers to be far too great a load for this country as it now is. And yet the project in its whole extent is one which the Local Government may do well to keep in view, and the Central Administration to forward as far as lies in its power. If it is true that a people among whom education is widely diffused is a rich people; if it is true that nations which possess a good system of popular education have been able in a surprisingly short time to overtake nations long superior in manufacturing skill; the outlay will probably be well repaid.

109. Of coure I have no intention to aim at realizing the whole design at once, for one reason, because trained teachers could not be supplied beyond a certain annual rate. But I think it is most essential to measure with the eye the dimensions of the completed work, and to build from the first upon lines which will, with patience, lead up to nothing less than its full proportions. The first thing clearly is to assess an equable school-rate on the whole population. That done, the Primary School Fund of the Presidency should be made an object of familiar public interest both to Government and the people. The wealthy might contribute their donations to that fund more honourably, because with less outward show, than to the objects which have attracted them hitherto; and it might be considered what public revenues, such as the future profits accruing from lands now waste, or some proportion of the increase from revised land revenue, Government could afford to transfer to it.

110. In October last I pointed out to Government that whereas the school-rate levied on the basis of the land-tax, and lately legalized, had proved perfectly successful, the permissive Act, passed in 1862 to enable Municipalities to provide Primary Schools in towns, had almost totally failed; that the agricultural classes who pay the rural school rate are not more than one-half of the people, and that the other half depend for primary instruction on an insufficient public grant which the Government of India was then threatening to withdraw. Some efforts which I have since made to obtain funds from Municipalities have confirmed my conviction that the Act of 1862 is quite ineffective. I proposed, therefore, that what has been so happily done for one half of the people should be done for the other also, and suggested a method of rating the non-agricultural population in towns and villages, and of managing the schools to be supported by the rates. I divided the people still unassessed into the non-agricultural inhabitants of villages and the inhabitants of towns. "Towns" I defined as places of more than 4,000 inhabitants, and found that there are 199 such in the 17 Collectorates (*see* Appendix **F**, page 340). I proposed to raise the rate in the form of a house-tax from which the agricultural rate-payers should be exempt. The proceeds in villages would simply be made over to the District Educational Local Fund along with the agricultural rate or cess. The proceeds in towns would be made a separate fund for each town.

My letter No. 2560, dated 4th October 1869, is reprinted in Appendix **F**, page 328.

But wherever there is a Municipality which will undertake the duty, I proposed to inform the Municipality of the sum required for their schools, and to allow them to raise it as might seem to them best.

I asked the Legislature, therefore, for an Act to provide for the assessment and collection of these school rates.

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But first in order, I proposed that Government should provide the necessary powers for marking out the country into school districts, and appointing for each district an Educational Council, which should inquire into the educational means of the district, and report what is necessary to make them sufficient, and the cost. The scheme proposed by this Council, when approved, is to be carried out by Government, except in large towns, and in them it is to be incumbent on the Municipalities to adopt the scheme and to raise the funds. If they fail to do so, Government is to undertake the duty of raising the funds and putting the scheme into execution.

All administrative questions, such as the salaries of masters, the method, discipline, and course of instruction in the schools, are to be decided by the authority of Government, through the Director of Public Instruction.

The exact effect of these measures will be this. The Educational Councils will be one with the District Committees which now manage the agricultural school-rate. The Educational officers will be the most active members of both. They will set systematically to work to lay down a suitable provision of Primary Schools both in towns and villages, and its cost. The agricultural and non-agricultural rate in villages will form one District Fund. Each town will have a distinct fund of its own. The schools established will be managed by the Educational Department: but the Educational Councils will observe and advise on the progress of education, and the Municipalities will manage the collection of the town-funds.

The aid of Government I proposed to extend in this form. In villages my plan will be a mere extension of existing Vernacular education, and I suppose it would be useless at present to ask for an addition to the Vernacular grant of public money. In the towns, I proposed that the aid of Government should be given to the town fund through the

Grant-in-aid Rules, whatever the schools may get on the system of payment by results being made an asset of that fund.

111. If Government approve of this or some similar plan, and give the powers required to carry it out, there is nothing in the way of a steady continuous expansion of popular education. Otherwise it must come to a stand for want of administrative aid, for what is wanting is the superior intelligence to direct, and not the popular will to accept education. It is not necessary perhaps, looking to public opinion on the subject in Europe, that I should justify proposals for organizing a national system of Primary Schools by proving that the people are calling for them, but I think I could show that the popular sentiment is strongly in favour of education. I will only cite the instance of ten branch schools opened in certain villages and hamlets of Gujarat during the past year, at the cost of the inhabitants, who, although they contribute to the agricultural rate, were not willing to wait their turn for the provision of schools from that fund.

Primary Schools in the City of Bombay.

112. The City of Bombay has now freed itself from the reproach of neglecting the instruction of its inhabitants. In September last, the Justices requested the Municipal Commissioner to ask Government for an Act to enable them to apply a part of the civic funds to education. It is hoped that an Act will be passed in time to admit of the insertion of a grant of Rs. 10,000 for Primary Schools in the Municipal Budget of 1871.

Career and prospects of Vernacular Teachers.

113. Inseparable from the provision of Primary Schools is the provision of competent teachers. At the beginning of last year I found the arrangements for training Masters not quite satisfactory. The supply of Masters had not kept pace with the rapid increase of schools by aid of the agricultural rate, and many untrained or half trained teachers had been appointed. Complaints were also made of the quality of the candidates

for teacherships. If they were taken direct from school into the Training College they went out as teachers while still boys; if they were not admitted before 17 or 18, they were found to have forgotten what they had learnt at school. It seemed to me also that the want of definite scales of pay, or of direct rewards for superior merit or zeal, made against the popularity of the office of vernacular teacher as a profession, and had brought it into contempt.

114. I have endeavoured to give greater solidity and consistency to the career of Vernacular Masters by reorganizing the rules of the Training Colleges, which clearly must be considered as the central position of the system. These rules I reprint (Appendix I, page 381). My object is to cover the whole period from the time when a boy is ready to leave school, to the time when he is sent out from the College as a trained Master to assume the office of teacher. The candidate on leaving school at 15 is attached as a pupil teacher to the Master of a selected Vernacular School. He goes up to the first Entrance Examination of the Training College held after he attains his 17th year. He passes a preliminary year in College, and either one or two years of training. On passing for a certificate he is entitled on appointment as a teacher to a fixed minimum of pay according to his class, and, if Head or sole Master, to a capitation and proficiency allowance, which will vary with the numbers and quality of the school. Candidates who have passed the Entrance Examination but for whom stipends are not at once available, and candidates who have obtained certificates but for whom schools are not at once available, fill two necessary subordinate grades as unpassed and passed Assistants. The whole staff of Vernacular teachers will be thus graded in seven ascending steps, on the lowest of which a steady industrious youth may place him-

Pupil Teachers.	
Unpassed Assistants.	
Passed Assistants.	
Certificated Masters,	one year, 2nd class.
Ditto	one year, 1st class.
Ditto	two years, 2nd class.
Ditto	two years, 1st class.

self with the certainty of a guaranteed competence, and of the opportunity of adding to his means directly by his own exertions. With the addition of the right to pension lately secured to salaries paid from local funds, the profession of Vernacular Master ought not to prove unattractive.

4. *Training Colleges.*

115. The Training Colleges and Schools of this Presidency are entirely for the professional education of Vernacular Masters. There is no establishment for the training of Masters for English schools, for whom we look to the University.* This would be satisfactory if the Assistant Masterships could all be filled by men whose minds have really undergone the discipline of higher study, but this is not implied in mere matriculation, and great numbers of the Assistant Masters are merely matriculated. I wish that such a Higher Normal School as Madras seems to possess could be afforded here.

Training Establishments for Vernacular Masters.

To return, however, to the Vernacular Training Colleges. There are three such Colleges at Ahmedabad, Poona, and Belgaum, for the training of Gujarathi, Marathi, and Canarese Masters. The Belgaum College I have proposed to transfer to Dharwar, the proper centre of the Canarese Districts. There are two Training Schools, one at Dhoolia for Khandeish, which is an isolated district, and one at Rajkote for the schools of Kattiawad. There are also two Training Schools for Sind at Hydrabad and Sukkur.

The Training Colleges and Schools of the Presidency are, very properly, largely supported by the local funds of the districts to which they supply Vernacular Masters, and I have made it a rule that no foreign State will be supplied with trained Masters from the Colleges, except to such extent as it may contribute to the expense of training.

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* "The University is the great Normal School for Assistant High School Masters."—*Sir A. Grant; Report of* 1866-67.

I have increased the staff of each of the Colleges up to the strength which appeared sufficient for a proper supply of trained teachers. In future it will be a responsibility attached to the Inspectors to regulate the number of men in training by the wants of their Divisions. The untrained Masters appointed during the past five years will be brought under training, or discharged if unfit.

The Training College course is divided into three parts—a preparatory year spent in revision of past studies, and a first and second year of training. Men trained one year will be appointed to the smaller, two years to the superior Vernacular Schools. At the end of each year there will be an examination for certificates. The men who pass will be arranged in two classes, and in order of merit. The rate of pay guaranteed on appointment will be according to the class, and the priority in choice of appointments will be according to the place in the class.

The course of study is designed to qualify the Masters to teach with some little superior enlightenment the prescribed subjects of the Vernacular School Standards. I have stopped all study of English that attention may be concentrated on vernacular education.

Training Establishments for Vernacular Mistresses.

116. The Establishments for training Schoolmistresses at work during the year were the Female Normal School at Bombay (from 1st September 1869); a class formed by me at Poona under the Principal of the Training College by aid of some money subscribed by the ladies of Jutt and Sangli, the Chief of Jamkhandi, and one or two Native gentlemen of Bombay; and a private class formed at Ahmedabad under a lady who came out with Miss Carpenter. The last is suspended by the departure of the lady, sufficient prevision not having been exercised in arranging the means of paying her.

117. There were at the end of the year under report 9,291 girls under instruction; that is, more than the whole

number of children under instruction when the Board of Education began its work in 1840. I have seen Girls' Schools during the year as orderly, bright, and well taught, as any Primary School need be. People of station here and there have their girls educated, and are ready with their contributions. In fact the education of girls is just where the education of boys was thirty years ago. But there is one additional difficulty to be surmounted. Girls stop short in their education at a certain age. The school dies off at the top. The principal cause is that the girls will not stay to be taught by male teachers.

118. Now Bombay has had sanctioned a year or two since a very handsome grant of public money for the training of female teachers—a grant, in fact, which forms a full third of the State's whole contribution to the training of teachers, both male and female. This ample grant should undoubtedly be applied not to train a handful of governesses for the rich, who can afford to do it for themselves,—not even to make exclusive provision for the Capital, which has no right to the monopoly of so large a subsidy,—but to add to the female schools at large the means of keeping their scholars until they are women.

To this end an institution was required which should be as attractive as possible to young women throughout the country who might be inclined to train as teachers,—to, it may be said, the upper classes of the existing Girl's Schools. Its site, therefore, should be that most convenient and most congenial to the people of the country, not sunk in the crowded streets of a busy commercial city. It should be large, embracing all the departments of a School and a Training School, in order that the experience gained there may be wide; that the young teachers may have the encouragement of numbers, and be spared the trials of isolation; that the cost incurred for each scholar may not be excessive; and that the institution may take an important status in the public view. The management should be sympathetic and

indulgent to native sentiment, in the hands of persons familiar with native habits and language, and competent in the general opinion to undertake the guardianship of this particular class.

It cannot be said that the Female Normal School, as it is, satisfies any of these condition. Whether in its first phase, as a household of English ladies fresh from England, preparing themselves for the function of teachers under the superintendence of Miss Carpenter; or in its second, as a Normal School with ten pupils, the cost is enormously out of proportion to the result. In site, in scale, and in organization, I consider that a radical change is needed before the school is adapted to its proper function.

119. The school, as it is, made a favourable impression on Mr. Kirkham, Principal of the Elphinstone High School, whom I deputed to examine it at the completion of its first half-year. It is only fair to record that the grant provided for the school was struck out of the Budget by the Government of India, so that from 1st April 1869 until the Government of India re-admitted the charge in February 1870, there was absolutely no provision for the pay of the Head Mistress or any other disbursement. The whole sum spent on the school during the year was virtually obtained out of some other grant, and it was impossible to avoid a rigid economy in the expenditure.

120. The Poona Training Class now numbers 8 scholars, who have made fair progress, but the class has no female teacher, and is therefore in an imperfect stage. I have little doubt, however, that it may be developed into a satisfactory institution.

121. I have added to the prospectus of the Training Colleges the following rule :—

The wife of any normal student or schoolmaster, who being not under 14 years of age, and being educated as far as the Inspector shall deem sufficient, shall enter the female

branch of a Training College under an agreement to serve as a teacher, shall receive a stipend not less than the stipend of male students of the same standing, and shall be guaranteed an appointment as schoolmistress in the village where her husband is schoolmaster on not less than half her husband's salary: provided that after she shall have taught one year, the average number of girls under instruction in any year shall not be less than 20, and that the proficiency attained by them shall be satisfactory to the Educational Inspector.

5. *Grant-in-aid Schools.*

122. The addition to the number of Aided Schools and to the amount of the grants are both moderate. Two newly founded English Schools obtained grants, as did also three existing Native Girls' Schools.

The total cost of education in several of the Aided Schools has been shown in a previous paragraph.

It will not fail to be noted how nearly the Aided Schools are confined to the four chief cities,—Bombay, Poona, Ahmedabad and Surat,—and how little effect they can have as a means for the general diffusion of higher education.

They are also almost entirely Christian denominational or Missionary Schools, in making which remark I merely note that they cannot be regarded as national, while I gladly recognize the important part which the Mission Schools are beginning to take in the secular education of certain classes. I have observed the first beginnings of another class of Aided Schools. These are schools opened as a private speculation by educated Natives, and bringing so moderate a return to their managers that it would be harsh to refuse them a grant on the ground that they are conducted for profit. I examined three such schools in Poona, in two of which the First Assistant had passed the First Examination in Arts, and one of which succeeded in matriculating eight pupils in November 1869. They are obliged to study economy by holding school in the early morning, so that the ssistant teachers can pursue other avocations or studies

during the day. I found an attempt at a similar school at Sattara, managed by an ex-pupil of the Government English School, who deserves more credit for his enterprise than his results. The same remark applies to a school kept at Belgaum by a Government pensioner. At Surat I saw two schools which appear to draw their staff of teachers from the Government High Schools. Although the merit of these schools is various, and in most cases small, the fact of their existence seemed to me very interesting. One of the Surat Schools only has as yet been admitted to a grant-in-aid, but I have entered for examination in the current year the Poona School which showed such good results at matriculation.

123. The chief questions as to grants-in-aid are—(1) To what class of schools should grants be given? (2) in what form should they be given? and (3) what maximum proportion of the total expense of a school should Government agree to contribute? I should have supposed that the first question had been settled by the Educational Despatches of 1854 and 1859, if I did not find that under many of the largest Administrations—I may name Bengal, Madras, and the Central Provinces—by far the greatest part of the Aided Schools are schools for primary instruction. And in regard to the second point, the instructions of the Home Government have been equally set aside. Grants are given in the shape of a fixed monthly payment (to be revised every five years) on condition that accounts are produced to prove expenditure from other sources in no case less than the equivalent of

(1). On the whole, Her Majesty's Government can entertain little doubt that the grant-in-aid system, as hitherto in force, is unsuited to the supply of Vernacular education to the masses of the population. The peculiar objections which have been shown to attach to the grant-in-aid system when applied to Vernacular education do not appear to extend to it in connection with English and Anglo-Vernacular Schools.—*Despatch of April 7th*, 1859.

(2). Careful consideration will be required in framing rules for the administration of the grants, and the same course should be adopted in India which has been pursued with obvious advantage by the Committee of Council here; namely, to appropriate the grants to *specific objects*, and not to apply them in the form of simple contributions in aid of the general expenses of a school.—*Despatch of July 19th*, 1854.

the grant, and that proficiency and management are generally satisfactory. But it seems that in Aided Vernacular Schools the honesty of these accounts is not above suspicion, and the general control of the matter and method of instruction is far short of what it seems desirable that the Department of Education should exercise. In Bombay I found something less than half the number of Aided Schools to be Vernacular schools; but they absorb a very small part of the total grant, and are mostly in towns and closely affiliated to English Schools under the same managers. For instance, the Irish Presbyterian Mission in Gujarat has thirteen Vernacular Schools, of which eight are in Ahmedabad and Surat, affiliated to the Mission's English Schools.

The total number of Aided Vernacular Schools is 32.

124. The conclusion I have formed from my own observations is, that grants to meet purely voluntary educational efforts are suitable for schools of secondary education only. I have not the slightest faith in an adequate system of primary instruction expected *ex hypothesi* to pre-exist, and come out to ask for, a grant-in-aid from the State. I do not say that there is no place for a grant-in-aid system in Vernacular education; but I would rely upon it only as far as this. If when the Government has laid by law the basis of an adequate system of Primary Schools, has settled how the funds shall be raised, what shall be the scope of the teaching, and how the schools shall be managed, inspected, and officered, it finds available any competent managing bodies—such as the Municipalities of towns—a subsidy of public money may very properly be granted to such managers on the system of payment by results. But grants-in-aid will neither create nor improve the ordinary Village Schools, devoid of any managing agency, and scattered over a vast area. These Government must establish first, and manage afterwards, immediately and entirely.

125. As to the form in which grants-in-aid should be made, it may be said that the system of payment by results does not quite satisfy the conditions of the Home Government, that grants should be made for specific objects such as the salaries of teachers. But it has both been approved by the Committee of the Privy Council, and it is a certain guarantee that a calculable private expenditure has been made to obtain results which are tested each year in the case of each pupil. The grants hitherto made to the Aided Schools in Bombay are of such very moderate amount that there is no room for misgiving that the State subsidy has anywhere been extravagant.

126. The remaining question is, what proportion of the expense of an Aided School should Government agree to contribute. The Bengal rules give half the total expense as a maximum; but I believe it has commonly been held that one-third is the proper limit of the public subsidy. I think that the best way to open the argument is to discover what is the *necessary cost* per pupil of a *good* English School. It is natural to fall into the idea that an Aided English School is cheaper than a Government English School, but this is proved by the statistics of the past year to be a mistake. Some of the Aided English Schools cost more per head than the Government High Schools, and some less. A large number of the higher Aided Schools are in Bombay, the numbers in some of them are small, and the employment of European teachers causes great expense. There is imperfect economy in this, and I quite agree with Mr. Chatfield in wishing that the other Christian denominations would unite in supporting one great High School on the same scale and system as the Roman Catholic Schools of St. Mary and St. Xavier. The Head Masters are at present overworked and inadequately supported by Assistants. In some schools, where the expenditure per pupil is less than in Government Schools of the same grade, the managers admit that their funds do not admit of the employment of Assistants as competent as they

could wish. I think it may be inferred that a good English School cannot be maintained at a smaller cost per pupil than is incurred in the Government Schools.

Now the object of Government in aiding Private Schools is to get the same quality of instruction provided as at Government Schools, but at a less public cost. Both in Government and Aided Schools a part of the expense is repaid or covered by fees. After some consideration I am inclined to put the proportion of cost obtainable from fees at half the expenses in Bombay, and one-third in the interior. In Government Schools, therefore, the State will have to supply half the cost in one case, and two-thirds in the other. But it will not pay Government to give the same proportion to an Aided School: for if that proportion is to be spent, it would be more in accordance with the principles of our Administration to have a Government School at once. If the school is in any true sense an Aided School, it is fair to demand that some other means of support be forthcoming, either in money or work, and the Government grant should be less than half of the total cost. As a maximum, perhaps two-fifths may be assumed, so that in an Aided School of the High School class, where the rate of expenditure is designed to be equal to the rate in an efficient Government School of the same class, a rate say of Rs. 75 a year per pupil in an European School and Rs. 50 in an Anglo-Vernacular School, the grant-in-aid obtainable by a high state of efficiency should be Rs. 30 per pupil in the European and Rs. 20 in the Anglo-Vernacular School.

It may be inferred from this and the figures given in a previous paragraph, that I am ready to admit that the rate of grant to Aided Schools of the High School class is not sufficiently high. Of course it would be unsafe to form an opinion without a personal knowledge of the quality of the work (which regulates the amount of grant), and I will take the case of an important Mission School in Gujarat, with the

scope and quality of which I am well acquainted. This school matriculated 3 pupils last November. The cost per pupil in 1869-70 was Rs. 43. The grant was one-fifth of the whole expenditure, or under Rs. 9 per pupil. Again, I take two schools, one at Bombay and one at Poona, reported by the Inspector to be "good schools, teaching up to Matriculation Standard." In the Bombay School the cost per pupil in 1869-70 was Rs. 85. The grant was less than one-sixth of the whole expenditure, or something over Rs. 12 per pupil. In the Poona School the cost per pupil was Rs. 74. The grant was about one-fourth of the total expenditure.

I do not propose to meet this state of things by any material change in the present system of grants according to results, but to add grants for assistant and pupil teachers who show a certain proficiency in schools under Head Masters possessed of certain qualifications; the direct intention being to give more liberal terms to schools where English is taught up to the University Standard, and particularly to schools with English Head Masters. I have been pressed to propose more liberal terms to Aided Vernacular Schools also, but this will not be needed if Government undertake the entire administration of primary instruction.

127. The lately abolished "Government allowances" belong to the subject of Grants-in-aid, and were disbursed from the assignment under that head. These allowances or scholarships, sanctioned experimentally for two years in 1867, secured Rs. 30 per mensem for two years to the son of any European in India who should have passed the fourth standard with credit and be continuing his studies at any Government High School, or private recognised school teaching up to the High School Standard; and higher rates (Rs 40 and 50 per mensem) to such boys when studying as Junior or Senior students at College. There were clearly two omissions in the regulations sanctioned in 1867. Some limit to the number of allowances should have been fixed, and it was surely reasonable that they

should be restricted to those boys whose parents are unable to bear the expense of giving them an English education. With these conditions, the allowances were likely to convert into a useful element of society a class which cannot be left in ignorance and vice without much discredit, and even danger, to the community, both Native and European. If the experiment was not so successful as I had supposed in bringing European and Native boys together in the same school, at any rate it was felt as a strong incentive to raise private European schools to the High School Standard. I recorded last year its success in drawing the children of poor Europeans into the best schools. But the expenditure had risen to Rs. 1,720 per mensem in July 1869, and the Government of India decided that the allowances constituted a charge "not in itself proper, and very different from what the Secretary of State sanctioned." They are, therefore, to be discontinued when the term of the present recipients expires. I view the abolition of these Scholarships with extreme regret. But they are certainly open to the objection, that, while charged on the general revenues, they are restricted to the sons of Europeans, and it must be admitted that they would more properly be the object of a private charity than a charge on the public purse. To any undertaking of the European community to keep the Scholarships alive by subscribing to a Fund, I shall be very glad to contribute any assistance in my power.

6. *Jail Schools.*

128. The schools in the principal Jails were this year for the first time inspected by the officers of this Department, with the concurrence of the Inspector General of Prisons. The result appears to be in favour of those schools which have paid Masters, and against those where one prisoner teaches the others. The school at Dhoolia was favourably mentioned, and so were those in the Central and City Jails at Ahmedabad.

7. *Education in Native States.*

129. The British Districts in Gujarat form the core of the Native States of Kattiawad, Pahlunpur, the Mhyee and Rewa (or Nerbuda) Kantas, the Gaekwar, and the Chiefs under Surat. The Hubshee's territory, the States of Kolhapur and Warree, and the estates of the Sattara and Southern Mahratta Country Jaghirdars, are embedded in the Southern Collectorates. All except Kutch are easily accessible to the Educational Officers from their proper province in the British Districts, and the extra work caused by their supervision is not very heavy except in the Northern Division, where the immense political area visited by the Inspector imposes a heavy amount of duty, and adds greatly to the length of his tours.

130. It has been already intimated that the connection of this Department with these States varies greatly. In some there are Deputy Inspectors working under regular supervision, as in Kattiawad, Kolhapur, and the Rewa Kanta; in others, the schools are visited occasionally as the Inspector is able to find time, as in Myhee Kanta and Sanglee; while in not a few the Government Educational Officers have as yet no footing, as in the dominions of the Gaekwar, the Nawab of Cambay, and the Hubshee.

131. The number of pupils under instruction in the foreign schools which the Educational Officers inspect or visit is about 25,000, of whom 20,274 are in the Gujarat Division, Kattiawad alone having 14,448.

132. Educational organization is furthest advanced in Kattiawad, the Rewa Kanta, and Kolhapur; the first and last of which have not only their own Inspecting Officers, but both a High School and a Training School, besides schools of all other grades. Measures are in progress for providing special inspection for Kutch and Sawunt Warree. His Highness the Rao of Kutch is about to open a High School at Mandâvee and to endow it with Scholarships to be held at the University. An imposing High School building is being raised at Kolhapur, adjoining the Raja's Palace.

133. The following are instances of Native States in a satisfactory condition, as regards Educational progress:—

Statistics of Education in the Kolhapur State.

Area, square miles.	Population.	Expenditure on				Number of Schools and Scholars.											
						High School.		Middle Class.		Primary.				Training Schools.		Total.	
										Boys.		Girls.					
		Inspection.	Instruction.	Building.	Total.	School.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	School.	Scholars.	School.	Scholars.	Schools.	Scholars.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.												
3,184	546,000	2,133 10 10	23,110 13 9	7,567 8 6	32,812 1 1	1	256	9	946	24	1,138	1	61	1	55	36	2,456

The organization in Kolhapur is good and complete, and the increase in pupils progressive. The percentage under instruction is, however, not so high as in Kattiawad, where there are now three Inspecting Officers.

			Number of Schools and Scholars managed by Government.																			
			High School.		1st Grade Anglo-Vernacular.		2nd Grade Anglo-Vernacular.		Primary.				Training School.		Total.		Aided.		Inspected.		Grand Total.	
									Boys.		Girls.											
Area, Square miles.	Population.	Expenditure.	School.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	School.	Scholars.	Schools.	Scholars.	School.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
21,000	1,500,000	63,128	1	104	2	237	2	88	174	11,969	9	389	1	33	189	12,820	1	64	51	1,564	241	14,448

These instances point to the best method of organizing a system of education in Native States. Every Native State or Agency which is of sufficient importance should have a system of schools of all grades, from the Primary to the High School; an Inspecting Officer for the lower grades of schools, who, jointly with a graduate of the University at the head of the High School, should take the lead in educational matters; and a few scholarships to be gained by competition in the High School and held at the University. Such scholarships have been provided in Kattiawad and Kolhapur, and are projected in Kutch.

134. For smaller States a cheaper system may be provided, by attaching the duty of inspection to the Master of the principal English School, and the Scholarships to a neighbouring High School.

135. Of the smaller States connected with the Central Division, Sawant Waree has a good English School, and 13 Primary Schools, of which some are very flourishing. Akulkote has one English and several Primary Schools inspected by this Department. The Punt Pritinidhi and Punt Suchiv have six and ten schools respectively under inspection. The Nimbalkar has eight schools, in which he is said to take some interest. The schools of Jutt are not inspected.

136. Next to the personal interest and assistance of the Native Princes and Political Officers, in introducing systematic educational measures, comes another essential matter connected with the supply of teachers. Unless there is a free flow of University graduates and trained teachers between the British Districts and Native States the latter are likely to be badly served. Any such settled inferiority is most undesirable; but until a teacher is guaranteed the continuance of all the advantages he is leaving behind, he is not likely to cross the frontier into a Native State except on an offer of high pay. The Native ruler has therefore either to accept an inferior teacher, or to pay a higher rate of salary than prevails in Government Schools, to compensate for the teacher's loss of service for pension.

The importance of the guarantee of pensions in consolidating the professional prospects of schoolmasters was noticed in last year's Report. The proposal to make all the salaries in higher schools "pensionable," by altering the method of administering the Fee Fund, has been explained above (page 93). The rules which Government has approved for making salaries paid wholly or partly from Local Funds pensionable are printed in Appendix **E**, page 320. It remained, therefore, to arrange that Masters transferred to the Educational service of Native States should continue to

earn a pension exactly as if they had remained under Government.

The rules under which it is proposed to do this, and which are before Government for sanction, will be found in Appendix **F**, page 355. The Native administration will undertake the payment of the same proportion of the pension due under the British pension rules as the pay drawn in its service bears to the whole of the pay drawn by the candidate for pension during his whole pensionable service. All necessary particulars relating to employés for whom the Native State thus engages will be kept in a Register by the representative of Government in the Native State, and a corresponding Register will be kept by the nearest Educational Inspector. All persons formally appointed through this Department to the educational service of Native States will thus go to them duly accredited, and to those thus duly accredited the quota of pension due from the Native State will be guaranteed by Government.

137. The young Rajas of Barria and Loonawara (Rewa Kanta) have studied with effect during the year at the Talookdaree School at Ahmedabad. I examined the other Talookdars, and found that some of them had made fair progress, but the attendance, perhaps unavoidably, is irregular. Of the young Chiefs in Kattiawad more will be known when the College now being prepared for them at Rajkote is opened next year. I examined the Raja of Kolhapur in November last, and found him well qualified by proficiency and intelligence to profit by his visit to Europe. I also examined the Chief of Meeruj and others. The Inspector in Sind reports unfavourably of the young Meers of Khyrpur, but the sons of Meer Futteh Khan are doing well under the tutor lately supplied to them.

138. It was with a view to giving a connected notice of the education of minors of the upper classes generally in this place that a suggestion was made to Government in March, that the Judges should forward to me a list of the

minors whose person and maintenance are in charge of guardians appointed by the Courts, with a description of the measures in force for the superintendence and control of the education of every such minor under Act XX. of 1864. It seems desirable to note in the Annual Report on Instruction the working of this Act as an Educational measure; but as no reply has been received from Government this cannot be done in the present Report at least.

8. *Education of Mahomedans.*

Education of Hindustani-speaking Mahomedans.

139. Some inquiry has been made during the year as to the educational requirements of the Hindustani-speaking Mahomedan population. There was not at the beginning of the year any provision made for this class in the Vernacular Training Colleges, nor have they any Inspecting Officer of their own race. I do not, however, find reason to concur in the common opinion, that the Mahomedans repudiate education and avoid Government Schools. They are mostly very poor people, and naturally do not aspire to the higher culture. Relics of the Arab or Turkish or Afghan dynasties of the middle age of India, they wear the suppressed air, and practice the reserve of a people which has fallen from power. But the returns of the various races of scholars will show that, if, as is commonly held, the Mahomedans nowhere exceeded ten per cent. of the population of a district, the proportion of them under instruction is not much below that of other races; and it is worthy of note that they are found in greater numbers in the Government than in Private Schools. A distinction must be made between the Mahomedan cultivator, who generally speaks the Vernacular, and the town Mahomedan, who preserves the Urdu, and therefore requires special education. The percentage of Mahomedans among the payers of the agricultural school-rate is estimated at not more than 2 per cent. in the Deccan, and 4 or 5 in the Konkan. The proportion of Mahomedans in the towns of more than four thousand inha-

bitants is stated at a quarter of a million, or one-seventh of the whole population of those towns. These remarks point to the conclusion that Mahomedan education through Hindustani is bound up with the subject of primary instruction in towns, and its extension must wait upon the measures which Government may adopt for raising funds for primary instruction in towns. In the meantime, I have asked the Inspectors to give the Mahomedans their fair share in the Vernacular grant, and Scholarships have been reserved for them at two of the Vernacular Training Colleges, and a Hindustani teachership provided in the Ahmedabad College. I trust that these measures may encourage some very slight signs of educational activity which have shown themselves among the Moslem community during the year. I have been speaking of the Presidency only. In Sind, where the Mahomedans fill a larger place, their educational progress is more satisfactory.

I have also selected, with the advice of the Director of Public Institution in the North-West Provinces, the best procurable Urdu School-books.

9. *School of Art.*

140. The School of Art is of the number of our incomplete institutions—restricted in its usefulness, because incomplete. It has no administrative head and no leading object. The ateliers work separately without any unity of purpose, and, in proportion as they are more popular and more resorted to, they tend to become rather workshops than schools. The original plan contemplated more of the practice than the theory of fine art, but instruction seems in danger of dropping out of sight altogether, and the danger arises that the least time will be found for art study in the very ateliers where there is most demand for art production. The plan in force is that the heads of the ateliers have a very moderate fixed salary, and make what they can by work, employing their pupils as workmen. They have

consequently little choice in regard to the work they have to do. Again, one kind of art is more popular than another, as sculpture than decorative painting; and one artist, by no fault of his own, is in a much worse position than the others. By this arrangement, also, the supply of students is precarious. In one atelier there are no funds to pay them stipends, and in another they are tempted away before they are half trained. The remedy seems to be to pay all the profits of work into a common purse, to give the heads of the ateliers suitable salaries and a status as Educational Officers, and to apprentice a select body of stipendiary students to each of them, allowing unpaid students to attend free. Among the latter class it would be very desirable to have students sent up with scholarships from Native States and large towns. It is also much to be desired that sanction should be given for a Superintendent or Head of the whole Institution, for which the Government of India has been asked. Such an Officer, without interfering with the proper independence of the artists, might do much, with the aid of Government, to supply a practical field for their work. The Presidency is rich in ancient architectural remains, and the treasures of some adjoining territories have never yet been explored. The School of Art might work upon this material in communication, perhaps, with Mr. Fergusson, and it cannot be doubted that the students would thus draw upon a more congenial store of knowledge, and form a purer national taste, than they now do from executing ornamental work for the gothic architecture of new Bombay.

Nothing of importance, however, can be done in the collection or display of models of Indian Art, or even in the exhibition of the work done in the ateliers, until the School of Art is housed in a suitable building. The dark, inconvenient shed which is now its home must have a most depressing effect, and certainly secludes the school most effectually from public view.

141. The atelier of Art Metal-work is temporarily closed on account of the death of Mr. Higgins. It was the most frequented of all, and received more commissions for work than it could execute. I was led to think, from my own observations, that work was, in some instances, done hastily and not very correctly. Some regulating power ought to control the amount of work to be attempted, which has been altogether waived under the present arrangement. Many ex-students of this school are, it is understood, now working on their own account.

142. The School of Architectural Sculpture under Mr. Kipling has done a large amount of work during the year on public buildings in Bombay; but it is most satisfactory to note a commission executed for His Highness the Rao of Kutch, who must take rank in virtue of it as the most enlightened of our Native Princes. This was for a series of models for capitals (to be copied at Bhooj), and tracery for filling in an arcade in the Palace of the Rao.

Mr. Kipling has given some interesting facts as to the class of students in his atelier. He has tried alike the Marathi, Goanese, and Kattiawad and Kutch masons, but found the first two races "curiously clumsy and inapt." The Portuguese, however, are useful as modellers in clay, but easily satisfied with imperfect work. But "the Kattiawad and Kutch men are born carvers." Still their object appears rather to qualify themselves to earn high wages than to reach great proficiency as artists.

Mr. Kipling appears to me to describe very correctly the proper aim of his school, "to cultivate as strenuously as pos-"sible those ideas and methods of design which are peculiarly "national and characteristic, and to superadd the careful "and constant study of nature."

Four students of this school are employed in the Public Works Department on the new public buildings of Bombay.

143. The atelier of decorative painting has undeservedly met with least favour in the eyes of the public. It might

have been expected that mural decoration would have been freely adopted by the richer Natives, but it has not proved so. One cause may be that no proper opportunity has yet been found for publicly exhibiting the work of the school. The result is that stipends are not available for all the students who seek admission. Mr. Griffiths describes his pupils as poor, defective in education, docile, but slow in execution. Yet some of them show a keen perception of form, colour, and light and shade. Sixteen students attended during the year. Seven ex-students are now in employment as decorative painters and draftsmen.

144. There were 70 pupils on the rolls at the end of the year in the Drawing School under Mr. Terry.

10. *Educational and General Literature.*

Encouragement of Literature.

145. The list of books patronized from the Fund for the encouragement of Literature contains some original poetical and other works in Marathi and Gujarathi. As this fund is charged with the cost of editing Zand and Pahlavi Texts, I may here record the publication of the Pahlavi-Pazand Glossary, edited, with an Alphabetical Index, by Dustur Hoshangji Jamaspji, which has been printed by Dr. Haug in Germany, and has lately been received in Bombay. Dr. Haug has added to it a valuable Introductory Essay on the Pahlavi Language, in which all the information which has been thus far collected as to the nature of Pahlavi and Huzvâresh is stated with much force and clearness.

146. As it is the direct object of this Fund to encourage Native authorship, I have endeavoured to arrange that this should be done in a more effective and systematic manner, by appointing Committees in the Marathi, Gujarathi, and Canarese Districts,* who will make it their business to

* See Appendix F, page 353.

direct the efforts of Native writers by publishing lists of subjects on which books are required, by commissioning selected authors to undertake certain works, by offering prizes for competition, and by acting as Committees of reference on questions of orthography or grammar. The same duty is performed for Sind by the "Vernacular Literature Committee," of which the rules were printed at page 214, Appendix A4, of last year's Report.

147. I offered in July last two prizes for original compositions in Gujarathi, and the same in Canarese, to match the prizes offered for Marathi compositions by the Dakshina Committee. The result is not very encouraging, as I have received only three compositions for the four prizes. But the thoughts of most educated men have been lately engrossed by a subject of more immediate personal concern on which much has been written and said.

Zand and Pahlavi Texts.

148. Dustur Hoshangji Jamaspji Asa was engaged during the whole of the year with his Pahlavi-English Glossary of the *Vendidâd*, which will probably be finished in September. The Text and Glossary of the *Ardâi Virâf-Nâmeh* have been sent to Dr. Haug for publication, and the *Shikan Gumâni Vujâr* will be printed in Bombay.

Purchase and transcription of Sanskrit Manuscripts.

149. The collection of Sanskrit Manuscripts has, since Dr. Bühler left India on sick leave, been in the hands of Dr. Kielhorn, an extract from whose Report I reprint.* The time which he might have given to these researches has been somewhat encroached upon by other duties, but all the labour which Dr. Kielhorn has so readily and zealously undertaken in addition to his work as Professor will produce results of great value to the study of Sanskrit in this Presidency. Dr. Kielhorn has printed the first part of a Classified Alphabetical Catalogue of

* Appendix H, page 361.

Sanskrit MSS. in the Southern Districts of the Bombay Presidency, and Dr. Bühler left a similar compilation for the Northern Districts, which has not been printed yet. The opinion expressed last year, that Gujarat contains a rich treasure of Sanskrit MSS. has been further confirmed. Dr. Kielhorn gives a list of 135 MSS., purchased for Government during the year. The Secretary of State has granted permission to retain the MSS. in India, and they will be distributed so that, as far as possible, the Library of each of the Arts Colleges shall contain a complete collection.

Sanskrit Series.

150. Two numbers of the Sanskrit Series were published in the course of the year; viz., No. V., The Raghuvansá of Kâlidâsa, with the Commentary of Mallinátha, edited with Notes by Shankar Pandurang Pandit, M.A., Part I, Cantos I.—VI.; and No. VI., The Mâlavikâgnimitra: a Sanskrit Play by Kâlidâsa, edited with Notes by Shankar Pandurang Pandit, M. A. Dr. Kielhorn says: "The latter work will not only prove very useful to Indian students, but it is also of considerable philological value as containing the first critical edition of one of Kâlidâsa's Plays, based on a careful collation of seven MSS." There are also in the press the second part of Kâlidâsa's Raghuvansa, edited by Mr. S. P. Pandit, and an edition, with a Glossary, of the Hitopadeśa, by Mr. Luxuman Yadeo Ashkhedkar. The time of both these editors is much absorbed in other duties, the former being a Deputy Collector, and the latter tutor to the Chief of Meeraj. Dr. Kielhorn himself temporarily laid aside his translation and Commentary on the Paribhâshenduśekhara, in order to write, at my request, a Sanskrit Grammar, which has been printed for the use of this Department. Other works are in progress.

Preparation and revision of School-books.

151. The revision of the English School Series was commenced by a Committee over which the late Mr. Hughlings presided, and was interrupted by his death;

but the work is now being carried forward by other hands, and some results will probably be reported next year. The first stereotyped edition of the First, Second, Third, and Fourth Books of the revised Marathi Series has been carried through the Press by Major Candy; the Fifth Book is now being printed, and the Sixth Book has been revised and is ready. Several School Histories and other works in Gujarathi are under preparation. In Canarese, translations have been made of Colenso's Algebra, a History of India, and other works.

152. The Inspector in Sind gives a list of the books lithographed during the year in Persian and Arabic and Hindu-Sindhi; others have been prepared and sent to the press.

11. *Miscellaneous Notices.*

153. The number of students of English in Government Schools shows a moderate increase in High Schools and 1st Grade Anglo-Vernacular Schools, and a slight decrease in 2nd Grade Anglo-Vernacular Schools, which is not to be regretted. The numbers for the Presidency Divisions are: —

	High Schools.	1st Grade Anglo-Vernacular Schools.	2nd Grade Anglo-Vernacular Schools.
1868-69 ...	2,667	5,365	2,893
1869-70 ...	2,722	5,581	2,872
	Increase... 55	Increase... 216	Decrease... 21

I have not the figures for a detailed comparison of the two years in Sind, but the general result is a decrease of 20.

In Sanskrit the numbers are as follows, according to Divisions: —

	1868-69.	1869-70.
Northern Division.....	959	997
Central Division	583	776
Southern Division.....	10	119
Sind	309	472
Total.....	1,861	2,364 1,861
		Increase 503

I hope that this indicates a revival of Sanskrit study.

There is a slight increase of 15 in students of Latin.

Vernacular Schools. Cess-payers.

154. In Vernacular Schools the number of children of cess-payers still increases. The statistics of attendance are :—

Cess-payers' Children.

	In 2nd Grade Anglo-Vernacular Schools.	In Vernacular Schools.
Central Division	2,312	31,949
Northern Division	255	19,645
Southern Division	1,190	9,707
Sind.....	181	982
Total.....	3,938	62,283

or 66,221 in all. The total of last year was 59,975.

155. The following Table shows the variation in the number of Libraries in each Division, the result being a slight decrease of four :—

Libraries.

	In 1868-69.	In 1869-70.	Increase.	Decrease.
Central Division	50	*52	2	...
Northern Division	72	63	...	9
Southern Division	18	22	4	...
Sind Division	7	6	...	1
Total	147	143	6	10

As six Libraries, after being found to be in a satisfactory state, were registered for presents of books from the Encouragement Fund, an improvement in quality may be set against the decrease in number.

Government and Gilchrist Scholarships.

156. I last year noticed in the same paragraph the Government and Gilchrist Scholarships. It cannot be concealed that the unexpected withdrawal of the former has occasioned some disappointment. The examination for the less valuable Gilchrist Scholarships, held in January last, attracted three competitors in Bombay. The Scholarships were both won by candidates in Calcutta, but two of the Bombay candidates were third and fourth in order of merit.

Honours conferred by Government.

157. Government was pleased in March last to recognize the services of three of the Deputy Inspectors by conferring on them the rank of "Rao Saheb." These are

* Exclusive of the large Public Libraries in Bombay and Poona which have no connection with the Department.

Mr. Motiram Rajaram Vakil, Mr. Bhikaji Ramchandra Mande, Mr. Bal Parashram Pandit.

Donations to Education.

158. Several donations and educational endowments were made in the course of the year. The Honourable Mr. Sassoon gave £10,000 for a new building for the Elphinstone High School, the principal Public School of this Presidency. The Honourable Mr. Ellis established Prizes in the University and the Ratnagiri High School. The Rajah of Kolhapur and the Chiefs of Junaghur and Nowanuggur founded Scholarships for the encouragement of higher education. Thirty thousand rupees were subscribed for an educational purpose by the Sirdars of the Deccan on the occasion of the visit of the Duke of Edinburgh. Four Scholarships were offered by gentlemen of Bombay for the Female Normal School. A Fund was subscribed for a Female Training class at Poona by the Ranees of Sanglee and Jutt, the Chiefs of Jamkhandee and Koorundwad, and others. The fund for the Vernacular class in the Grant Medical College was subsidized by several noblemen and gentlemen. And a school-house was presented to the Department by a private citizen of Surat.

J. B. PEILE,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
20th July 1870.

APPENDIX A.

REPORTS OF THE EDUCATIONAL INSPECTORS.

1. Report by K. M. Chatfield, Esq., M.A., Acting Educational Inspector, Central Division, for 1869-70.

2. Report by T. B. Curtis, Esq., Educational Inspector, Northern Division, for 1869-70.

3. Report by W. A. Russell, Esq., Educational Inspector, Southern Division, for 1869-70.

4. Report by J. G. Moore, Esq., Educational Inspector in Sind, for 1869-70.

1. REPORT BY K. M. CHATFIELD, Esq., M.A., EDUCATIONAL INSPECTOR, CENTRAL DIVISION, FOR 1869-70.

No. 591 OF 1870-71.

Poona, Office of the Educational Inspector, C. D., 1st June 1870.

To J. B. PEILE, Esquire,

Director of Public Instruction.

SIR,—I have the honour to submit the Annual Report on the Central Division for the year ending 31st March 1870.

1. *Division and Area.*—The Central Division is under two Inspectors, and consists of 7 Sub-Divisions, under Deputy Inspectors.

Sub-Division.	Collectorate or State.	Number of Talookas or States.	Area in Square Miles.	Estimated Population.	Number of Deputy Inspectors.	Number of Assistant Deputy Inspectors.
Poona	Poona	* 8	7,680	1,117,870	1	1
	Sholapoor	6				
	Akalkote	1	420	61,000		
Sattara	Sattara	13	7,343	972,421	1	1
	Pant Pratinidhi	1	260	58,980		
	* Bhore	1	428	111,689		
	Phultan	1	256	49,314		
	Jutt	1	35	63,805		
Ahmednuggur	Ahmednuggur	10	6,063	632,718	1	1
	Nassick	8	5,127	431,653		
	† Peint	1	960	26,167		
‡ Tanna	Tanna	11	6,212	539,488	1	1
	Colaba	5	3,056	333,015		
Ratnagiri	Ratnagiri	8	4,500	681,147	1	1
	§ Sawantwari	1	800	157,321		
Khandeish	Khandeish	16	10,530	791,241	1	1
	Nassick	3	2,323	164,315		
Bombay	The Island of Bombay	1	1,862	816,562	2 ‖	.....
	Total	96	57,891	7,008,709	8	5

* † ‡ § ‖ See notes on next page.

The *Sub-Divisions* remain as they were, but changes in the area of *Zillas* have been made during the year. The Sub-Collectorates of Sholapoor and Colaba have been raised to Collectorates. From Ahmednuggur 8, and from Khandeish 3, Talookas have been taken to form the Collectorate of Nassick.

It would be convenient if Educational Sub-Divisions were re-arranged in accordance with changes in the Collectorates. A report has been lately submitted, showing that a separate Deputy should be given for the new Nassick Zilla, including Peint. Another Deputy is wanted for Sholapoor. In Colaba the number of schools is hardly large enough for a separate Deputy, and the Colaba accounts are still kept at Tanna.

2. *Changes in personnel.*—From April the 1st up to November the 18th the Division was in charge of Mr. Draper, acting for Major Waddington. Mr. Draper's place as Assistant Inspector was vacant up to September. On the 4th of that month, Mr. Hammick, of the Civil Service, took charge of the appointment, and held it up to November the 18th. By a Resolution of Government dated 10th November, separate educational charge of the Khandeish and Ahmednuggur Sub-Divisions was assigned to Mr. Draper. This separate charge was taken up by Mr. Draper on November the 19th: on the same day I received charge of the Central office. It was arranged that until the end of the official year the accounts for Khandeish and Ahmednuggur Sub-Divisions should be made up, as before, in the Central office. At the end of the year, owing to Mr. Draper's intended absence on leave, the accounts were not separated as proposed; they are still kept in my office for the whole Division.

The only other change in the Inspecting Staff was in the Tanna Sub-Division—Mr. Ramchandra Vinyak Oke, Assistant Deputy, was absent on sick leave from January the 3rd to the end of the year. Mr. Nilkant Moreshwar Sathe acted for him from March the 7th.

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* Some of the Bhore schools are inspected by the Poona or Tanna Deputies.

† The Peint schools are also supervised by the Master of the Talooka School.

‡ Exclusive of the State of Jinjeera, in which there are no schools connected with the Department.

§ The Waree schools have lately been placed under the Master of the State English School.

‖ Half-time appointments.

Among the Head Masters of High Schools there were no changes during the year.

3. *Actual Expenditure, Imperial and Local Funds :—*

	Imperial.			Local Funds.		
A. *Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.
Inspection and Subsidiary Charges	58,473	10	9	4,349	12	4
Instruction, *i.e.* Ordinary Expenses of Schools	2,37,509	15	7	3,12,060	6	7
Extraordinary Grants	18,541	2	1	327	10	0
Buildings	13,335	5	5	21,325	6	8
B. *General Expenditure.*						
* Colleges (General)	71,941	1	2	31,062	1	1
Ditto (Special)	66,415	3	5	3,111	12	0
Law Schools	7,544	0	4	.....		
Translation Department	5,410	4	0	.....		
† Book Department	1,35,253	14	11	.....		
Encouragement of Literature	6,734	5	6	.....		
‡ Dakshina Fund	19,464	2	4	.....		
Miss Carpenter's Normal School.	8,290	9	2	.....		
Poona Female Normal School	.....			80	0	0
Compiler of Gazetteers	2,981	1	1	.....		
Total	6,51,897	11	9	3,72,317	0	8

* Rs. 3,411-6-8 spent by Trustees, Elphinstone Fund, not included.

† *Vide infra* for the proceeds of sales against this item.

‡ Detail is given below.

DAKSHINA FUND.

Dr. *Abstract Account of Receipts and Disbursements from 1st April 1869 to 31st March 1870.* **Cr.**

1869		Rs.	a.	p.	1870		Rs.	a.	p.
Mar. 31st	Amount sanctioned by Government for 12 months, from 1st April 1869 to 31st March 1870...	20,683	0	0	Mar. 31st	Paid Salary of Senior and Junior Dakshina Fellows of the Elphinstone College	5,807	6	8
						Paid Salary of ditto Deccan College	3,057	3	7
						Paid Salary of Secretary and Reviser, Dakshina Prize Committee.....	933	6	0
						Paid Salary of Establishment of ditto	359	8	0
						Paid Contingencies to Office of ditto	218	1	6
						Paid Rewards to Authors.....	933	2	0
						Paid Subsistence Allowance to Students, Poona Training College	840	0	0
						Paid Contribution to Poona Girls' School	900	0	0
						Paid Contribution to Poona Boarding-house ...	600	0	0
						Paid Amount of Dakshina distributed to Brahmins	4,850	6	7
						Paid Allowance to Dakshina Examiner	500	0	0
						Paid Allowance to Accountant, Dakshina Fund.	465	0	0
							19,464	2	4
		20,683	0	0		*Add*—Savings effected during the year ...	1,218	13	8
	Total.....	20,683	0	0		Total.....	20,683	0	0

Errors Excepted,

(Signed) J. BOCARRO.

Accountant, Dakshina Fund.

Poona, 2nd April 1870.

4. *Remarks on the Tables of Para. 3 :—*

(a) Divisional Expenditure—Inspection.—Shows a decrease of Imperial expenditure amounting to Rs. 3,604-4-4, due to acting appointments. The increase from Local Funds, Rs. 379-7-7, is due to increased expenditure, part new, part transferred from Imperial Funds on Clerks and Peons in the offices of the Inspector and Deputies.

Instruction.—Shows an increase of Imperial expenditure amounting to Rs. 15,357-0-6, due to extra grants-in-aid (Rs. 9,248-10-0), grain compensation allowance drawn in arrears for part of 1868-69 (Rs. 1,700), increased allowance to English Schools (sanctioned June 1868) Rs. 4,700, and minor charges. On the other hand, certain transfers of charges from Imperial to Local Fund, in consequence of the late retrenchments, brought down the total increase to the sum given above. The increase on Local Funds is Rs. 35,934-7-2, due to the extended operation of the Cess, especially in Poona, Sattara, and Ahmednuggur.

Extraordinary Grants.—The increase (Imperial) of Rs. 9,818-1-10 is wholly due to the number of grants to European children. No new applicants have been admitted since January last.

Buildings.—There is a small increase of Rs. 678-10-6. The main part of the grants (Rs. 57,500) was retrenched. There is a large decrease of Rs. 46,673-0-9 on Local Funds. Reasons for the decrease are given later (para. 11). Part, however, of the sums drawn in 1868-69 were really expended in 1869-70.

(b) General Expenditure—Colleges, General. The decrease of Rs. 17,839-12-2 is due partly to excess debited to Elphinstone* College in 1868-69 and partly to acting allowances being drawn by Elphinstone Professors in 1869-70.

Ditto—Special.—The increase of Rs. 15,183-2-5 is due to increased charges in the Engineering College, owing mainly to the return of the Principal and the appointment of a new Professor of Chemistry.

Book Department.—There is a decrease of Rs. 27,994-11-3. Taking refunds into account, the Imperial expenditure is Rs. 35,228-10-6 for the year.

* *Vide* previous Report No. 5000 of 1869-70.

Encouragement of Literature.—Shows a decrease of Rs. 2,802-14-6 owing to retrenchment.

Female Normal School.*—Shows an increase of Rs. 2,620-11-5.

A. *Particulars of Expenditure from Local Funds.*

Comparison of Total Expenditure in each Collectorate with that of the previous year.

Collectorate.	1868-69.			1869-70.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Poona	49,456	11	7	35,459	7	2	.....			13,997	4	5
† Sholapoor	.....			19,994	0	6	19,994	0	6	.....		
Sattara	31,228	12	7	38,206	2	5	6,977	5	10	.....		
Tanna	57,126	4	3	36,741	10	3	.....			20,384	10	0
† Colaba	.....			19,415	8	5	19,415	8	5	.....		
Ahmednuggur	60,795	14	5	33,465	11	9	.....			27,330	2	8
† Nassick	.....			30,931	5	7	30,931	5	7	.....		
‡ Khandeish	85,305	1	2	61,174	15	7	.....			24,130	1	7
Ratnagiri	15,356	11	2	19,262	4	0	3,905	8	10	.....		
§ Island of Bombay	98,028	13	5	77,665	15	0	.....			20,362	14	5
Total	3,97,298	4	7	3,72,317	0	8	81,223	13	2	1,06,205	1	1

† New Collectorates.

‡ The decrease arises partly as three Talookas have been transferred to Nassick, but mainly in consequence of a falling off in School building.

§ The decrease is due partly to a smaller expenditure on Elphinstone College and School, and partly to savings in the office of the Trustees.

* Details of Local Fund expenditure have not been received.

B. *Analysis of Expenditure from Local Funds*, 1869-70.

Collectorate.	School Fees.	Educational Cess.	Popular Contribution.	Municipal Funds.	Contribution for School-buildings and Repairs.	Elphinstone and other Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	27,715 6 11	6,390 4 3	36 0 0	.....	857 12 0	460 0 0	35,459 7 2
Sholapoor	1,266 15 7	16,907 9 5	275 15 10	838 7 8	705 0 0	.....	19,994 0 6
Tanna	3,224 5 5	32,799 1 1	286 3 9	432 0 0	.....	.....	36,741 10 3
Colaba	2,345 4 3	17,070 4 2	.....	.....	.....	.....	19,415 8 5
Ahmednuggur	4,102 0 8	26,612 0 10	*2,324 12 3	348 0 0	78 14 0	.....	33,465 11 9
Nassick	4,585 12 8	25,392 0 11	.....	453 8 0	500 0 0	.....	30,931 5 7
Khandeish	1,534 11 0	56,186 5 11	.....	.....	281 0 0	2,872 14 8	61,174 15 7
Ratnagiri	15,412 1 4	3,439 13 8	132 0 0	.....	278 5 0	.....	19,262 4 0
Sattara	2,607 6 5	35,538 12 0	60 0 0	.....	.....	.....	38,206 2 5
Island of Bombay	34,591 1 9	.....	.....	.....	.....	43,074 13 3	77,665 15 0
Total	†97,385 2 0	2,20,636 4 3	3,114 15 10	2,071 15 8	2,700 15 0	46,407 11 11	3,72,317 0 8

* Inclusive of Rs. 2,224-12-3 received from the Revenues of the Peint State.

† Exclusive of Rs. 21,886-2-9 transferred to Educational Cess, as collected in Cess Schools.

C. *Expenditure of Educational Cess.*

Sub-Division.	Inspection.	High Class Schools.	Middle Class Schools.	Lower Class Schools.	Training of Masters.	School Buildings and Repairs.	Scholarships, Books, Furniture, and Prizes, &c.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona, S. D.	998 4 6	.....	1,175 5 0	12,407 15 3	2,472 0 0	2,352 0 0	3,602 4 11	23,297 13 8
Sattara, S. D.	520 0 0	.....	2,827 8 1	18,973 14 10	.....	8,207 10 11	5,009 10 2	35,538 12 0
Panna, S.D.	406 0 0	.....	5,838 5 11	35,328 12 4	.....	2,491 8 0	5,809 11 0	49,869 5 3
Ahmednuggur, S. D.	388 5 4	3,360 0 0	3,429 1 6	25,748 13 3	.....	2,427 4 11	7,547 9 1	42,901 2 1
Khandeish, S. D.	480 0 0	.....	5,377 0 0	47,012 0 0	1,330 0 0	1,601 2 6	9,199 3 1	65,589 5 7
Ratnagiri, S. D.	.....	.....	521 0 0	1,880 7 6	.....	591 10 0	446 12 2	3,439 13 8
Island of Bombay.	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	2,782 9 10	3,360 0 0	19,468 4 6	1,41,346 15 2	3,802 0 0	17,761 4 4	32,115 2 5	2,20,636 4 3

D. *Expenditure of School Fees.**

Sub-Division.	Salaries.	Prizes.	Servants.	Building and Repairs.	Contingencies.	Transferred to Educational Cess.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	20,186 8 10	1,244 3 0	1,020 12 10	93 13 10	6,437 0 0	1,024 11 6	30,007 2 0
Sattara	2,228 14 5	105 0 0	84 0 0	.....	189 8 0	5,894 10 9	8,502 1 2
Tanna	4,178 10 1	179 12 0	363 8 8	25 0 0	822 10 11	5,639 0 0	11,208 9 8
Ahmednuggur	5,684 14 1	114 9 0	92 0 0	304 5 6	904 3 7	.....	7,100 0 2
Khandeish	2,450 12 2	54 14 0	84 0 0	15 0 0	517 14 0	9,327 12 6	12,450 4 8
Ratnagiri	11,162 8 10	564 8 0	409 13 4	425 0 0	2,850 3 2	.....	15,412 1 4
Island of Bombay	20,632 12 9	120 0 0	408 0 0	.....	13,430 5 0	.....	34,591 1 9
Total	66,525 1 2	2,382 14 0	2,462 2 10	863 3 4	25,151 12 8	21,886 2 9	1,19,271 4 9

* Including Rs. 21,886-2-9 transferred to Local Cess.

Object of Expenditure on Instruction.

GOVERNMENT INSTITUTIONS.	From Imperial Funds.	Total.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
I. General—				
Colleges—				
Elphinstone College*	32,767 13 10		30,366 8 1	
Deccan College	39,173 3 4		695 9 0	
		71,941 1 2		31,062 1 1
High Schools—				
Elphinstone High School	30,776 0 0		9,388 9 2	
Dhoolia High School...	6,268 0 0		2,872 14 8	
Ahmednuggur High School...	1,890 0 0		5,709 10 2	
Ratnagiri High School*	9,163 11 9		3,255 0 6	
Poona High School...	13,757 9 6		7,038 7 3	
		61,855 5 3		28,264 9 9
Middle Class Schools†—				
(a) Poona City, No. I.	1,738 2 0		3,567 14 3	
(a) Ditto Camp, No. I.	963 4 0		1,356 0 6	
(a) Sholapoor English School	1,472 0 4		1,672 7 6	
(b) Poona City, No. II.	887 0 0		1,646 11 5	
Jooner	458 8 0		449 11 9	
Khed	274 6 9		253 12 0	
Chaken	264 0 0		342 5 0	
Carried forward.....	6,057 5 1	1,33,796 6 5	9,286 14 5	59,326 10 10

Object of Expenditure on Instruction—continued.

GOVERNMENT INSTITUTIONS—*continued.*	From Imperial Funds.	Total.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward.....	6,057 5 1	1,33,796 6 5	9,288 14 5	59,326 10 10
Middle Class Schools—*continued*—				
Pabul	202 8 0		121 3 3	
Tullegaum Dabhade	545 14 0		217 4 4	
Poona, No. I.	454 8 0		445 7 3	
Poona, No. III.	264 0 0		511 12 0	
(*b*) Barsee	487 5 2		733 15 7	
Kurmalla, No. I.	198 3 8		611 11 11	
Pundharpur, No. I.	352 6 9		474 4 3	
Sholapoor, No. I.	385 8 0		676 0 11	
(*a*) Tanna English School	1,789 7 0		1,103 0 7	
(*a*) Callian English School...	1,598 8 6		725 3 0	
(*b*) Bassan, 1st Grade Anglo-Vernacular School ...	480 8 0		1,156 11 0	
Dahanoo...	382 8 0		511 0 0	
Chinchani	415 8 0		987 0 0	
Tanna, No. I.	379 8 0		673 0 0	
Tanna, Portuguese	231 0 0		604 0 0	
Bhiwadee, No. I.	382 8 0		894 15 0	
Moorbad...	235 0 0		571 8 0	
Panwell...	383 8 0		719 0 0	
Sholapoor	234 0 0		513 15 11	
(*b*) Alibag, 1st Grade Anglo-Vernacular School... ...	517 10 7		1,346 11 9	
(*b*) Penn do. do. do. ...	438 8 0		998 8 6	
Mahad, No. I.	364 0 0		907 12 0	
(*a*) Maligaum, 1st Grade	1,326 8 5		1,572 13 2	
(*b*) Dhoolia	461 0 0		2,794 11 0	

	Amulneir	390	0	0				937	13	6		
	Errandole, No. I.	390	0	0				1,128	11	0		
	Dharangaum	236	0	0				892	7	6		
	Yawal	236	0	0				1,101	3	0		
	Nasrabad	236	0	0				1,322	13	0		
	Varangaum	194	0	0				568	5	3		
	Nuggur, No. I.	841	4	0				908	10	2		
	Kopergaum	163	0	9				521	5	9		
	Newase	343	12	0				566	3	9		
	Sheogaum.	841	4	0				531	1	10		
	Parneir	179	0	0				363	13	0		
(*a*)	Nassick English School	1,431	10	11				1,778	15	4		
	Nassick, No. I	365	12	0				966	13	0		
	Vinchoor	453	10	1				204	11	10		
	Yawale	224	0	0				472	1	10		
(*a*)	Ratnagiri English School	1,478	0	0				1,686	6	0		
	Malwan, No. I	449	4	0				752	10	6		
	Chiploon	505	9	2				181	2	8		
(*b*)	Vingorla, 1st Grade Anglo-Vernacular School ...	435	7	5				901	11	0		
(*b*)	Dapoolee	...	.....					141	10	8		
(*a*)	Sattara English School	1,854	0	0				1,820	3	3		
(*b*)	Wai, 1st Grade Anglo-Vernacular School	545	15	8				787	3	2		
	Sattara, No. I.	366	3	5				497	5	2		
	Kurar, No. I.	364	13	9				483	11	4		
	Astey	223	1	6				587	13	3		
	Natipute	231	0	0				432	6	0		
	Tasgaum	264	7	0				610	4	6		
	Rahimatpoor	231	0	0				618	14	0		
(*a*)	Gocaldas Tejpal School...	1,481	8	0				3,351	0	0		
(*a*)	Jugannath Sunkarset School	1,428	12	9				2,293	5	3		
(*a*)	Fort Branch School	1,695	6	1				3,994	7	10		
	Carried forward.....	35,647	3	8	1,33,796	6	5	60,565	12	2	59,326	10 10

Object of Expenditure on Instruction—continued.

GOVERNMENT INSTITUTIONS—*continued.*	From Imperial Funds.	Total.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward.....	35,647 3 8	1,33,796 6 5	60,565 12 2	59,326 10 10
Middle Class Schools—*continued*—				
(*b*) Amerchandwadi...	487 4 0		899 5 4	
(*b*) Upper Mahim	151 4 0		900 0 0	
(*b*) Lower Mahim, Portuguese	.....		1,594 0 0	
Girgaum	649 13 11		1,014 0 0	
Kamatpoora	490 4 0		1,082 0 0	
Sheotolee...	444 4 0		558 0 0	
Dongree	444 4 0		701 5 10	
(*b*) Chandanwadi, 1st Grade Anglo-Vernacular School ...	548 3 3		1,114 12 6	
Mombadevi	1,081 14 3		1,261 7 1	
Boodhivardhak	606 4 0		1,219 1 7	
Fort, No. I	338 2 3		921 2 7	
Mazagon	402 10 2		925 9 0	
Bhooleshwar	345 8 0		750 12 3	
		41,036 15 6		73,507 4 4
Lower Class Schools	92,736 1 1		2,01,218 11 8	
		92,736 1 1		2,01,218 11 8
II. Special—				
Grant Medical College‡...	24,925 3 11		2,670 12 0	
Poona Civil Engineering College	41,489 15 6		441 0 0	
Law School	7,544 0 4		.....	
Poona Training College...	9,147 9 0		3,567 14 9	
		83,106 12 9		6,679 10 9
III. Female Schools	2,895 8 9		5,501 14 1	
		2,895 8 9		5,501 14 1

PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT.					
A.—*On the system of Payment for Results.*					
I. General— College	.....			.....	
High Schools	17,642 0 0			.....	
Middle Class Schools	9,018 0 0			.....	
Lower Class Schools	320 12 0			.....	
II. Special	.....			.....	
III. Female Schools	2,257 12 0			.....	
		29,238 8 0			.....
B.—*Not on the system of payment for Results.*					
(a) General ..... College	.....			.....	
High Schools	.....			.....	
Middle Class Schools	.....			.....	
Lower Schools	.....			.....	
(b) Special	.....			.....	
(c) Female	.....			.....	
Book Department	.....	1,41,988 4 5		.....	.....
Translation Department	.....	5,410 4 0		.....	
Building	.....	13,335 5 5		.....	21,325 6 8
Expenses from Dakshina Fund	.....	19,464 2 4		.....	
Miscellaneous.					
Grants to Students of European and Eurasian Parentage.	18,541 2 1			.....	
Miss Carpenter's Female Normal School	8,290 9 2			.....	
Compiler of Government Gazetteer	2,984 1 1	29,815 12 4		.....	
Carried forward.....	.....	5,93,424 1 0		.....	3,67,559 10 4

Object of Expenditure on Instruction—continued.

	From Imperial Funds.	Total.	From Local Funds.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.
Miscellaneous—continued.				
Brought forward.....	.....	5,93,424 1 0		3,67,559 10 4
Extraordinary Grant to the Boarding-house...	.....		227 10 0	
Books for Library	.....		100 0 0	
Poona Female Normal School	.....		80 0 0	
		.....		407 10 0
Grand Total.....	.....	5,93,424 1 0	.....	3,67,967 4 4

* Exclusive of Rs. 3,411-6-8 spent by the Trustees, and inclusive of Rs. 1,000, pension to Dr. Harkness, out of Fee Receipts during 1869-70.

† 1st Grade Schools with a direct Imperial Grant are marked (*a*); 1st Grade Schools supported from Vernacular Grant or Local Funds are marked (*b*). The rest are Second Grade Schools, and most of the expenditure is incurred really for Vernacular education.

‡ Exclusive of charges on account of full Professors chargeable to the Medical Department, Rs. 14,457-15-2.

6. *Comparative Table of Receipts from Fees under different Grades of Schools in each Sub-Division :—*

Sub-Division.	1868-69.								1869-70.								Increase.	Decrease.
	High Schools.	Middle Schools.	Lower Schools.	Female.	Normal.	Special.	Fees collected from Candidates.	Total.	High Schools.	Middle Schools.	Lower Schools.	Female.	Normal.	Special.	Fees collected from Candidates of Public Service.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona, S. D. ..	4,190 12 0	9,742 7 3	8,749 6 7	..	..	..	41 0 0	22,723 9 10	6,680 4 0	9,383 5 0	9,920 11 5	..	..	..	261 8 0	26,245 12 5	3,522 2 7	..
Sattara ,, ..	.....	3,997 11 0	4,118 5 0	..	..	..	47 8 0	8,163 8 0	....	4,173 5 6	4,685 9 9	..	..	..	169 0 0	9,027 15 3	864 7 3	..
Tanna ,, ..	.....	5,395 1 3	4,424 14 3	..	..	..	95 0 0	9,914 15 6	....	5,591 15 6	4,270 4 6	..	..	..	92 8 0	9,954 12 0	39 13 6	..
Ahmednuggur.	1,441 14 6	2,308 1 6	9,511 2 6	..	..	..	83 0 0	13,314 2 6	1,666 4 5	3,316 12 3	9,997 7 4	..	..	..	96 8 0	15,077 0 0	1,732 13 6	..
Khandeish....	1,771 0 0	2,996 3 0	7,453 10 9	..	..	..	37 0 0	12,167 13 9	1,307 0 0	3,844 6 0	7,746 6 6	..	..	..	85 0 0	12,982 12 6	814 14 9	..
Ratnagiri	2,767 4 0	1,929 9 0	7,268 11 6	..	..	..	130 0 0	12,095 8 6	2,811 12 0	2,901 14 6	6,832 15 7	..	..	..	141 8 0	12,748 2 1	652 9 7	..
*Island of Bombay	18,872 2 0	23,242 1 3	5,708 8 0		..	..	262 8 0	48,085 3 3	20,943 8 0	24,312 2 2	7,184 0 3	..	..	..	205 0 0	52,644 10 5	4,559 9 2	..
Total....	20,043 0 6	49,521 2 3	47,234 10 7	..	..	..	696 0 0	1,26,494 13 4	33,408 12 5	53,583 12 11	50,637 7 4	..	..	..	1051 0 0	1,38,681 0 8	12,186 3 4	..

* Exclusive of Rs. 11,792-11-6, being the collection of Elphinstone High School not paid into Her Majesty's Treasury during the official year.

7. The following Table gives the total *Expenditure on Private Schools,* both aided and inspected:—

	Imperial.			Local.		
	Rs.	a.	p.	Rs.	a.	p.
INSTRUCTION; THAT IS, ORDINARY EXPENSES OF SCHOOLS.						
AIDED SCHOOLS.						
High Schools.						
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution(Central School, Bombay)	1,575	0	0	16,302	3	11
General Assembly's Institution, Bombay	1,546	4	0	13,693	9	0
Free Church Mission School, Poona	1,803	8	0	8,796	8	0
Free General Assembly's Institution, Bombay	1,850	8	0	9,716	8	11
Church Missionary Society Robert Money School, Bombay	1,618	0	0	10,327	4	4
Bombay Scottish Education Society's Fort School	1,767	0	0	9,752	10	0
St. Mary's Institution, Byculla	5,351	0	0	10,004	0	0
Bombay Scottish Orphanage, Mahim	3,533	8	10	15,271	14	5
	19,044	12	10	93,864	10	7
FIRST GRADE ANGLO-VERNACULAR SCHOOLS.						
1. Bombay Education Society's Boys' School, Byculla	15,375	2	5	1,00,589	9	5
2. Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution School at Mamadevi	240	0	0	2,872	11	9
Carried forward...Rs.	15,615	2	5	1,03,462	5	2

	Imperial.			Local.		
	Rs.	a.	p.	Rs.	a.	p.
Brought forward.....Rs.	15,615	2	5	1,03,462	5	2
3. Indo British Institution Boys' School, Bombay.....	531	0	0	11,318	0	0
4. Pensioners' Boys' School, Poona	291	0	0	971	8	4
5. PoonaDay or Bishop's School	1,353	0	0	4,333	6	11
6. St. Stanislaus School, Bandora, Bombay	848	0	0	5,703	0	0
7. St. Xavier's School at Cavel, Bombay.....	3,348	0	0	7,477	0	0
8. S. P. G. Egutpura School...	125	0	0	1,412	10	9
9. Sharanpoor African Asylum English-Teaching School...	.....			3,780	0	0
10. Do. do. Anglo-Vernacular School						
11. Honourable R. Jamsetjee's Anglo-Vernacular School at Chandanwadi, Bombay.....	1,340	0	0	1,325	15	1
12. St. John's School, Colaba, Bombay.....	366	0	0	2,326	0	0
13. St. Vincent Boys' School, Poona	1,438	0	0	2,275	6	0
14. Diocesan Boys' and Girls' School, Byculla	816	0	0	4,654	0	0
15. St. Peter's Diocesan School, Mazagon	76	0	0	650	0	0
16. Bombay Scottish Education Society's Branch School, Byculla.....	.....			.....		
17. Diocesan Board of Education Society's European and Eurasian School at Sholapoor	126	0	0	352	5	0
18. Bombay Education Society's Infant School, Poona	.....			.....		
Total	26,273	2	5	1,50,011	7	3
Carried forward...Rs.	45,317	15	3	2,43,906	1	10

	Imperial.			Local.		
	Rs.	a.	p.	Rs.	a.	p.
Brought forward...Rs.	45,317	15	3	2,43,906	1	10
Second Grade Anglo-Vernacular Schools	.....			.....		
Primary Schools	115	0	0	1,731	10	0
Female Schools	4,222	12	0	33,372	4	10
Special Schools	.....			.....		
Total.....	49,655	11	3	2,79,010	0	8
INSPECTED SCHOOLS.						
High Schools	.....			.....		
First Grade Anglo-Vernacular Schools.						
1. Framjee Nasserwanjee at Khetwadi	.....			2,351	14	0
2. P. B. Cama's Govalia Tank, Bombay	.....			1,020	0	0
3. Jejeebhoy Dadabhoy at Bhendi Bazar	.....			1,608	0	0
4. Do. do. at Parel	.....			948	8	0
5. Anglo-Vernacular School at Phultan	624	0	0	102	0	0
6. Do. do. at Sawantwadi	1,425	1	2	93	12	0
7. Do. do. at Akalkote	.....			.....		
Total.....	2,049	1	2	6,124	2	0
Second Grade Anglo-Vernacular Schools	.....			.....		
Primary Schools	2,789	4	1	1,114	6	9
Female Schools	.....			.....		
Special Schools	.....			.....		
Total.....	4,838	5	3	7,238	8	9
Grand Total.....Rs.	54,494	0	6	2,86,248	9	5

N B.—These returns are not exact or complete.

8. . *Results of Expenditure.*

(*a*). On Inspection-work, as shown by the number of Schools and Scholars, both Government and Private, visited and examined under the Departmental Standards:—

By whom examined.	Class of Schools.	Number of Schools in the Division or Sub-Division.	Number of separate Schools examined.	Government Schools. Number of Boys presented for examination at the first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Remarks.
Mr. Chatfield	High Schools	5	2	869	...	...	From November 10th to March 31st 1870.
	Middle Class Schools	75	5	633	...	...	
	Total	80	7	1,501	...	...	
Mr. Draper	High Schools	*5	1	73	...	...	*The Training Class at Dhoolia attached to the Vernacular School No. I. there is shown by Mr. Draper as a separate Normal School.
	Middle Class Schools	75	4	380	2	246	
	Lower Class Schools	1,026	10	589	11	408	
	Female Schools.....	23	...	...	3	20	
	Normal Schools ...	1	*2	38	...	...	
	Total	1,130	17	1,069	16	674	
Mr. Hammick	High Schools	5	1	140	...	...	From September 4th to November 18th 1869.
	Middle Class Schools	75	4	690	1	143	
	Lower Class Schools	1,026	...	...	...	...	
	Female Schools ...	23	...	...	1	15	
	Total	1,129	5	830	2	158	
Deputy Educational Inspector, Poona Sub-Division.	Middle Class Schools	12	11	884	1	41	Some of the new schools opened from 1st March 1870 were not examined.
	Lower Class Schools	233	78	2,201	3	66	
	Female Schools ...	5	3	25	1	5	
	Total	250	92	3,110	5	112	
Assistant Deputy Educational Inspector, Poona Sub-Division.	Lower Class Schools	233	127	3,112	16	402	
	Female Schools ...	5	1	10	...	...	
	Total	238	128	3,122	16	402	
Deputy Educational Inspector, Ahmednuggur Sub-Division	Middle Class Schools	8	4	256	...	...	
	Lower Class Schools	188	96	2,743	...	...	
	Female Schools.....	3	2	19	...	...	
	Total	199	102	3,018	...	...	
Carried forward	.....	...	351	12,650	36	1,346	

By whom examined.	Class of Schools.	Number of Schools in the Division or Sub-Division.	Number of separate Schools examined.	Government Schools. Number of Boys presented for examination at the first examination.	Government Schools. Number of second examination of same Schools.	Government Schools. Number of Boys presented at second examination.	Remarks.
Brought forward	.....	...	351	12,050	39	1,340	
Assistant Deputy Educational Inspector, Ahmednuggur Sub-Division.	Middle Class Schools	8	4	305	...	...	34 schools not examined.
	Lower Class Schools	188	66	2,145	...	...	
	Female Schools	3	1	20	1	6	
	Schools in Peint ...	8	...	...	...	...	
	Total	207	71	2,470	1	6	
Deputy Educational Inspector, Khandesh Sub-Division.	Middle Class Schools	7	3	353	...	...	
	Lower Class Schools	189	90	3,685	...	...	
	Female Schools. ...	4	2	47	...	...	
	Total	200	95	4,085	...	...	
Assistant Deputy Educational Inspector, Khandesh Sub-Division	Middle Class Schools	7	3	478	...	...	
	Lower Class Schools	189	99	3,024	...	...	
	Female Schools. ...	4	2	25	...	...	
	Total	200	104	3,527	...	...	
Deputy Educational Inspector, Sattara Sub-Division	Middle Class Schools	7	4	271	2	116	26 new schools opened from 1st March 1870 were not examined during the year.
	Lower Class Schools	133	58	1,967	34	1,051	
	Female Schools. ...	3	2	20	...	...	
	Total	143	64	2,258	36	1,167	
Assistant Deputy Educational Inspector, Sattara Sub-Division	Middle Class Schools	7	5	272	1	63	
	Lower Class Schools	133	59	1,891	15	532	
	Female Schools ...	3	1	7	...	...	
	Total	143	65	2,170	16	595	
Deputy Educational Inspector, Ratnagiri Sub-Division	Middle Class Schools	4	4	201	1	43	25 ditto.
	Lower Class Schools	92	66	2,177	2	124	
	Female Schools. ...	4	4	37	1	3	
	Total	100	73	2,505	4	170	
Carried forward.....	.....	...	823	29,007	96	3,284	

By whom examined.	Class of Schools.	Number of Schools in the Division or Sub-Division.	Number of separate Schools examined.	Government Schools.			Remarks.
				Number of Boys presented for examination at the first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	
Brought forward.....	.....	...	823	20,665	96	3,284	
Deputy Educational Inspector, Tanna Sub-Division	Middle Class Schools	13	5	321	...	...	11 schools not examined.
	Lower Class Schools	158	87	2,889	...	...	
	Female Schools ...	4	3	64	...	...	
	Total.....	174	95	2,274	...	...	
Assistant Deputy Educational Inspector, Tanna Sub-Division	Middle Class Schools	12	6	328	...	...	
	Lower Class Schools	158	64	1,490	...	...	
	Female Schools ...	4	1	20	...	...	
	Total.....	174	70	1,830	...	...	
Deputy Educational Inspector, Marathi Schools, Bombay...	Middle Class Schools	7	7	476	...	...	
	Lower Class Schools	14	14	703	...	...	
	Total.....	21	21	1,179	...	...	
Deputy Educational Inspector, Guzarathi Schools, Bombay ...	Middle Class Schools	6	6	760	...	...	
	Lower Class Schools	11	11	487	...	...	
	Total.....	17	17	1,247	...	...	
.....	Grand Total.....	...	1,026	37,204	96	3,284	

By whom examined.	Class of School.	Number of Schools in the Division or Sub-Division.	Number of separate Schools examined.	Private (Aided) Institutions. Number of Boys presented for examination at the first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Remarks.
Mr. Chatfield	High Schools	8	5	753	...	...	
	Middle Class Schools	18	9	438	...	...	
	Lower Class Schools	10	7	390	...	...	
	Female Schools	*18	7	591	...	...	* Including 3 mixed schools.
		54	28	2,172	...	...	
Mr. Draper	High Schools	8	2	300	...	...	
	Middle Class Schools	18	5	167	...	...	
	Lower Class Schools	10	3	159	...	...	
	Female Schools	*18	3	39	...	...	* Ditto.
		54	13	705	...	...	
Mr. Hammick	High Schools	8	1	165	...	...	
	Middle Class Schools	18	4	303	...	...	
	Female Schools	*18	1	70	...	...	* Ditto.
		44	6	538	...	...	
Deputy Educational Inspector, Poona Sub-Division	Female Schools	4	4	61	...	...	
	Grand Total	...	51	3,476	...	...	

By whom examined.	Class of School.	Number of Schools in the Division or Sub-Division.	Number of separate Schools examined.	INSTITUTIONS NOT AIDED BUT UNDER INSPECTION ONLY. Number of Boys presented for examination at the first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examinations.	Remarks.
Deputy Educational Inspector, Poona Sub-Division.	Middle Class Schools	1	1	30	...	...	
	Lower Class School	12	1	13	...	...	
	Total...	13	2	43	..	...	
Assistant Deputy Educational Inspector, Poona Sub-Division.	Lower Class Schools	12	1	3	..	...	
Deputy Educational Inspector, Sattara Sub-Division.	Middle Class Schools	2	...	...	1	59	
	Lower Class Schools	13	3	81		...	
	Total...	15	3	81	1	59	
Assistant Deputy Educational Inspector, Sattara Sub-Division.	Middle Class Schools	2	2	81	1	26	
	Lower Class Schools	13	8	156	1	23	
	Total..	15	10	237	2	49	
Deputy Educational Inspector, Ratnagiri.	Middle Class Schools	1	...	...	...	...	
	Lower Class Schools	14	1	34	...	...	
	Total..	15	1	34	...	...	
Deputy Educational Inspector, Tanna.	Lower Class Schools	4	4	93	...	...	
Deputy Educational Inspector, Gujarathi School, Bombay	Middle Class Schools	4	4	421	...		
	Grand Total		25	911	3	108	

By whom examined.	Class of School.	Number of Schools in the Division or Sub-Division.	Number of separate Schools examined.	Jail Schools.			Remarks.
				Number of Boys presented for examination at the first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examinations.	
Mr. Draper	Lower Class Schools	8	1	14	...	...	
Deputy Educational Inspector, Poona Sub-Division	Lower Class Schools	3	3	27	...	...	
Deputy Educational Inspector, Ahmednuggur Sub-Division	Lower Class Schools	1	1	14	...	...	
Deputy Educational Inspector, Sattara Sub-Division	Lower Class Schools	1	1	11	...	...	
Deputy Educational Inspector, Ratnagiri Sub-Division	Lower Class Schools	1	1	5	...	...	
Deputy Educational Inspector, Tanna Sub-Division	Lower Class Schools	1	1	8	...	...	
	Grand Total	...	8	79	...	...	

Results of Expenditure (a)—continued.

By whom examined.	Class of School.	Number of Schools in the Division or Sub-Division.	Number of separate Schools examined.	Police Schools.			Remarks.
				Number of Boys presented for examination at the first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examinations.	
Deputy Educational Inspector, Ahmednuggur Sub-Division.	Lower Class Schools	1	1	28	...	...	

The amount of Inspection-work was, on the whole, satisfactory. The Poona High School was not examined in the monsoon; and as in January, when I had leisure for the work, the transfers had already been made, I agreed with Mr. Jacob to postpone the examination. Sattara English School was examined in April, after the close of the official year: hence returns for that School are not included.

Accidental causes prevented the examination of some schools in Nassick and in Tanna. The Reports of the Deputies will explain these causes.

All the Deputies had as much as they could do, and some, as I have pointed out in a previous Report, require assistance.

The above returns give the number of schools formally put under standards of examination. Schools in Bombay, and in all large towns and central places, are frequently visited by the Inspectors and Deputies.

(*b*). On Instruction, showing number of Schools, Scholars, and Average Daily Attendance in all grades:—

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
GOVERNMENT INSTITUTIONS.				
Higher Class Schools.				
Elphinstone High School	1	851	711	·83
Poona High School	1	343	282	·82
Ratnagiri High School	1	227· 5	197· 3	·86
Dhoolia High School	1	104	90 2	·85
Ahmednuggur High School ...	1	150	134	·89
Total.....	5	1,677· 5	1,414· 5	·85
Middle Class Schools.				
1st Grade Anglo-Vernacular Schools ...	25	2,803· 9	2,366· 6	·84
2nd Grade Anglo-Vernacular Schools ...	50	7,229	5,896· 4	·82
Total.....	75	10,032· 9	8,263· 0	·82
Primary Schools	1,030	56,594·28	44,807·60	·79

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
GOVERNMENT INSTITUTIONS—*continued.*				
Female Schools.				
5 in Poona, 3 in Sattara, 4 in Khandesh, 4 in Ratnagiri, 3 in Ahmednuggur, and 4 in Tanna	23	1,119	700·2	·63
Normal School for Masters.				
Poona Training College	1	63·7	54·9	·86
* Female Normal School at Bombay ...	1	.....	.....	.....
Female Normal School at Poona... ...	1	7	6·2	·88
† Police and Jail Schools...	9	Detail not given.		
Special Schools	.....	.....	.....	.....
Total Government Schools.....	1,141	69,594·38	55,246·4	·79
PRIVATE AIDED INSTITUTIONS.				
Higher Class Schools.				
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution, Bombay	1	502	433	·89
General Assembly's Institution, Bombay.	1	374	288	·77
Free Church Mission School, Poona ...	1	310	270	·87
Free General Assembly's Institution, Bombay	1	419	341	·81
Church Missionary Society's Robert Money School, Bombay	1	375	298	·79
Scottish Education Society's Fort School, Bombay	1	139	131	·94
St. Mary's Institution, Byculla, Bombay...	1	314	301	·96
Scottish Orphanage, Mahim	1	34	33	·97
Total.....	8	2,467	2,095	·86

* Open for a part of the year. No return.
† No returns.

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
PRIVATE AIDED INSTITUTIONS—*continued.*				
Middle Class Schools.				
* Middle Class Schools	18	1,588·7	1,423·7	·90
† Primary Schools	10	349	293	·84
Special School	1	78	78	·100
‡ Female Schools	18	1,669·8	1,340·4	·80
PRIVATE INSTITUTIONS UNDER INSPECTION ONLY.				
Higher Class Schools	.....	.....	.....	.....
Middle Class Schools	7	742·1	621·2	·84
§ Primary Schools...	28	843·6	701·5	·83
Total Private Schools	90	7,741·2	6,552·8	·85
Grand Total.....	1,231	77,335·58	61,799·2	·80

* Exclusive of attendance at the Bombay Scottish Education Society's Branch School, Bombay.

† Do. do. Church Missionary School at Malligaum.

‡ In some mixed schools average daily attendance of girls is included in the average for the whole school and set down under the head of Middle Class Schools.

§ Exclusive of attendance at the following schools:—Regimental School, Sawantwari, Nassirapur, and Veley, of the Bhore State, and 10 new schools' Akulkote.

(*c*). Detail for the 1st Grade Anglo-Vernacular Schools, as required by Memorandum 541, dated 18th ultimo, from your office, is given as follows:—

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
Middle Class Schools.				
1st Grade Schools.				
(1) *Schools receiving a direct Imperial Grant.*				
Poona Camp School	1	72	65	·90
Poona City, No. I.	1	321	274	·85
Tanna	1	96	84	·87
Callian	1	61·6	53·7	·86
Sholapoor	1	82·7	76·6	·92
Ratnagiri	1	129	110	·85
Sattara	1	148·4	124·8	·83
Nassick	1	134·2	109·5	·81
Malligaum	1	100	88	·88
Jagannath Shunkarset	1	203	165	·82
Gokaldas Tejpal	1	212	184	·86
Fort Branch School	1	250	227	·90
Total	12	1,809·9	1,561·6	·86
(2) *Schools supported from Imperial Grant for Vernacular Education.*				
Poona City School, No. II.	1	126	98	·77
Barsee	1	50	37	·74
Alibag	1	69	58	·84
Bassein	1	67	44	·65
Penn	1	57	49	·85
Dapoolee	1	33	30	·90
Vingorla	1	55	48	·87
Wace	1	96	87	·90
* Dhoolia	1	117	97	·82
Chundunwadee, Bombay	1	133	108	·81
Amerchandwadee	1	85	66	·77
Upper Mahim	1	40	29	·72
Lower Mahim	1	66	54	·81
	13	994	805	·81
Total 1st Grade	25	2,803·9	2,366·6	·84

* Also receiving support from Local Funds.

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
(3) *Private Aided Schools.*				
Middle Class Schools.				
Bombay Education Society's Schools, Byculla	1	141·1	113	·80
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution at Mumbadevi	1	139·8	122·1	·87
Indo-British Institution Boys' School, Bombay	1	27	25	·93
Pensioners' Boys' School, Poona	1	27·5	17·2	·63
Poona Day or Bishop's School	1	87	76·2	·87
St. Stanislaus's School, Bandora, Bombay.	1	199	199	1·00
St. Xavier's School, Cavel, Bombay	1	340	307	·90
S. P. G. Egutpoora School	1	15	13	·87
Sharanpoor African Asylum, English Teaching School	1	50	45	·90
Do. do. Anglo-Vernacular do	1	91	87	·96
Rustomjee Jejeebhoy Anglo-Vernacular School at Chandanwadi, Bombay	1	191	166	·87
St. John's School, Colaba, Bombay	1	26	20	·77
St. Vincent Boys' School, Poona	1	112	108	·96
Diocesan Boys' and Girls' School, Byculla.	1	68	64·5	95
St. Peter's Diocesan School at Mazagon	1	18·5	16	·88
Diocesan Board of Education Society's European and Eurasian School at Sholapoor	1	17·3	14·7	·84
Bombay Scottish Education Society's Branch School, Byculla	No returns			
Bombay Education Society's Infant School, Poona	1	38·5	30	·78
Total Middle Class...	18	1,588·7	1,423·7	·90
(4) *Foreign Middle Class.*				
Schools in the Native States.				
Anglo-Vernacular School, Faltan	1	83	·76	·90
Anglo-Vernacular School, Sawantwadi	1	81·6	·69	·85
Anglo-Vernacular School, Akalkote	1	57	·45	·78
Total.....	3	221·6	·190	·85

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
Middle Class Schools.				
Not Aided.				
Framjee Nasserwanjee at Khetwadi	1	169	143	·84
P. B. Cama's, Gawali Tank, Bombay	1	79·5	67·7	·85
Jejeebhoy Dadabhoy's School at Bhendi Bazaar	1	203	169·5	·83
Jejeebhoy Dadabhoy's School at Parel ...	1	66	51	·78
Total...	4	517·5	431·2	·83
Total Middle Class.....	7	742·1	621·2	·84

(*d*). Detail for the 2nd Grade Anglo-Vernacular Schools:—

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
Poona Sub-Division.				
Junere, No. I.....	1	198	154·9	·75
Khair	1	80·3	62·3	·77
Chakan	1	75·3	63·6	·84
Pabul	1	69·5	59·9	·86
Tullegave Dhobaday.....	1	94·8	87·7	·92
Poona, No. 1	1	211	183·2	·86
Poona, No. III	1	170·7	152·8	·89
Kurmalla, No. I...	1	147·9	129·8	·87
Phunderpoor No. 1	1	123·5	98·	·79
Sholapoor, No. 1	1	153·5	133·2	·85
Total .. .	10	1,324·5	1,125·4	·85

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Daily Attendance to Average Monthly Number.
Ahmednuggur Sub-Division.				
Kopergaum	1	98·1	80·5	·82
Ahmednuggur, No. I.	1	166	138·4	·83
Nawashé	1	125·5	98·7	·78
Sheogaum	1	131·9	107·2	·87
Parnier	1	88·8	73·4	·82
Nassick, No. I.	1	152	127·6	·83
Vinchoor	1	109·7	85·1	·77
Yeola	1	66	58·9	·89
Total...	8	938	769·8	·82
Khandeish Sub-Division.				
Amulneir	1	235·1	189·4	·80
Errundole	1	285·6	248·6	·87
Dhurungaum	1	287·7	242·3	·86
Yawal	1	202·3	145·3	·71
Nassirabad	1	342·6	293·1	·83
Warungaum	1	160·2	142·7	·89
Total.....	6	1,513·5	1,261·7	·83
Tanna Sub-Division.				
Dhanu	1	124·3	109·9	·88
Chinchnee	1	264·4	203·7	·77
Tanna, No.I.	1	170·5	126	·73
Tanna, Portuguese	1	88	65·1	·74
Bhewndy	1	158·4	113·3	·71
Moorbad	1	97·4	78·1	·80
Panwell	1	119·8	84·1	·75
Shahapoor	1	90	56·6	·62
Mahad, No. I.	1	113	169·6	·61
Total.....	9	1,216·8	906·4	·74
Sattara Sub-Division.				
Sattara, No. I.	1	91	79	·87
Kurrar, No. I.	1	54	42	·78
Ashtay	1	123	114	·92
Natepoote	1	90	82	·99
Tasgam	1	131	118	·90
Rhymutpoor	1	79	59	·75
Total...	6	568	494	·87

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Daily Attendance to Average Monthly Number.
Ratnagiri Sub-Division.				
Malwan, No. I	1	253·1	222·9	·88
Chiploon	1	104·7	85	·81
Total.....	2	357·8	307·9	·86
Marathi Schools, Bombay.				
Girgaum	1	169	134	·79
Kamatpoora	1	173	144	·83
Khetwady	1	78	65	·83
Dongri	1	93	73	·78
Total.....	4	513	416	·81
Gujarathi Schools, Bombay.				
Moombadevi	1	209	168	·80
Bhoodhiwardhak	1	231	165	·71
Fort, No. I	1	136·7	113	·82
Bholeshwer	1	123·7	91·5	·73
Mazagon	1	97	78	·80
Total.....	5	797·4	615·5	·77
Grand Total.....	50	7,229	5,896·4	·82

9. The following Tables show the increase of Schools and Scholars in the Division :—

	Number of Schools.				Number of Scholars.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
Government Institutions.								
High Schools	5	5	...	...	1,607	1,675	68	...
Middle Class Schools .	78	75	...	3	10,133	9,796	...	337
Lower Class Schools .	915	1,026	111	...	52,710	56,421	3,711	...
Female Schools	23	23	...	...	983	1,092	109	...
Female Normal Schools	...	2	2	...	.....	17	17	...
Normal Schools for Masters (*Poona Training College*) ..	1	1	...	...	68	61	...	7
Special Schools.....	...	...	...	...	.....	.....	...	...
Total.....	1,022	1,132	113	3	65,501	69,062	3,905	344
		Net increase.			Schools...	110		
					Scholars .	3,561		
Police and Jail Schools	...	9	9	...	.....	187	187	...
Private Aided Institutions.								
High Schools.....	8	8	...	...	2,466	2,439	...	27
Middle Class Schools .	15	18	3	...	1,313	*1,646	333	...
Lower Class Schools .	13	10	...	3	546	† 372	...	174
Female Schools	17	18	1	...	1,532	‡1,703	171	...
Normal Schools	...	...	...	...	.....	.....	...	...
Special Schools	1	1	...	...	69	94	25	...
Total.....	54	55	4	3	5,926	6,254	529	201
		Net increase.			Schools...	1		
					Scholars .	328		
Private Institutions, Inspected only.								
High Schools	...	...	...	...	.....	.....	...	...
Middle Class Schools .	7	7	...	...	710	795	85	...
Lower Class Schools .	19	28	9	..	1,041	§ 864	...	177
Female Schools	...	...	..	..	.....	.....	...	...
Total.....	26	35	9	...	1,751	1,659	85	177
		Net increase...			Schools ..	9		
		Net decrease..			Scholars .	92		

* Exclusive of attendance of the Bombay Scottish Education Society's Branch School at Byculla.

† Exclusive of attendance at the Church Mission Society's Vernacular School at Malliganm.

‡ Attendance of some of those schools is included in that of the Boys' Schools.

§ Exclusive of attendance at the following schools :—Regimental School at Sawantwadi, Nasirapoor and Vele of the Bhore State, and 10 schools in the Akalkote State newly opened.

The subjoined Table gives details of the above as regards Government Schools (including Police and Jail Schools) which are inspected but not administered by the Department:—

Sub-Division.	High Schools.								First Grade Anglo-Vernacular Schools.								Second Grade Anglo-Vernacular Schools.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	1	280	1	310	..	30	...	...	5	639	5	604	...	...	...	35	14	1772	10	1325	...	...	4	447
Sattara	...	...	...	...	..	...	...	...	2	240	2	262	...	22	...	...	11	1091	6	552	...	...	5	539
Khandeish	1	119	1	133	..	14	...	...	2	197	2	244	..	47	...	...	5	1249	6	1474	1	225	...	...
Ahmednugger	1	137	1	151	..	14	...	...	1	106	1	141	...	35	...	...	5	688	8	929	3	241	...	...
Peint States	...	...	...	...	..	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Ratnagiri	1	221	1	222	..	1	...	...	2	184	3	237	1	53	...	...	2	375	2	335	...	...	...	40
Tanna	...	...	...	...	..	...	...	...	5	349	5	331	...	...	...	18	8	1125	9	1242	1	117	...	...
Bombay, Marathi	1	850	1	859	..	9	...	...	7	953	7	937	...	...	...	16	4	425	4	439	...	14	...	...
Bombay, Gujarati								...									5	740	5	744	...	4	...	...
Total	5	1,607	5	1,675	..	68	...	...	24	2,668	25	2756	1	157	...	69	54	7465	50	7040	5	601	9	1,026
	Net Increase... School ..... 0 Scholars ... 68								Net Increase... Schools..... 1 Scholars 88								Net Decrease... Schools... 4 Scholars. 425							

TABLE—continued.

SUB-DIVISION.	PRIMARY SCHOOLS.								FEMALE SCHOOLS.								NORMAL SCHOOLS FOR MASTERS.							
	1868-69.		1869-70.		Increase.		De-crease.		1868-69.		1869-70.		Increase.		De-crease.		1868-69.		1869-70.		Increase.		De-crease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	198	8,633	233	9,206	35	573	..	...	5	219	5	197	...	...	...	22	1	68	2	68	1	7	...	7
Sattara	101	5,769	133	7,088	29	1319	...	...	3	125	3	141	...	16	...	...	...	...	...	...	...	...	..	...
Khandeish	184	13,365	189	13,633	5	268	...	...	4	137	4	154	...	17	...	...	...	...	...	...	...	...	..	...
Ahmednuggur	156	9,113	188	10,296	32	1183	..	...	3	171	3	245	...	74	...	...	...	...	...	...	...	...	...	...
Peint States	8	347	8	378	...	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ratnagiri	82	5,441	92	5,707	10	266	...	...	4	131	4	130	...	...	...	1	...	...	...	...	...	...	...	...
Tanna	158	8,470	158	8,526	...	56	...	...	4	200	4	225	...	25	...	...	...	...	...	...	...	...	...	...
Bombay, Marathi	14	950	14	958	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	1	10	1	10	...	...
Bombay, Gujarati	11	612	11	629	...	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	915	52,710	1026	56,421	111	3713	...	2	23	983	23	1092	...	132	...	23	1	68	3	78	2	17	...	7
	Net Increase... { Schools ... 111 Scholars ... 3,711								Net Increase... { Schools ... 0 Scholars... 109								Net Increase... { Schools..... 2 Scholars ... 10							

TABLE—*continued.*

SUB-DIVISION.	* POLICE SCHOOLS.								* JAIL SCHOOLS.								TOTAL.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	...	...	...	...	...	...	...	...	...	...	3	50	3	50	...	...	224	11,611	259	11,760	35	149	...	...
Sattara	...	...	...	...	...	...	...	...	...	...	1	11	1	11	...	...	120	7,225	145	8,054	25	829	...	...
Khandeish	...	...	...	...	...	...	...	...	...	...	1	31	1	31	...	...	196	15,067	203	15,669	7	602	...	...
Ahmednuggur	...	...	1	40	1	40	...	...	...	...	1	31	1	31	...	...	166	10,215	203	11,833	37	1618	...	...
Peint State	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	347	8	378	...	31	...	...
Ratnagiri	...	...	...	...	...	...	...	...	...	...	1	14	1	14	...	...	91	6,352	103	6,645	12	293	...	...
Tanna	...	...	...	...	...	...	...	...	...	...	1	10	1	10	...	...	175	10,144	177	10,334	2	190	...	...
Bombay, Marathi	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42	4,540	43	4,576	1	36	...	...
Bombay, Gujarat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...								
Total	...	...	1	40	1	40	...	...	...	...	8	147	8	147	...	...	1022	65,501	1141	69,249	119	3748	...	...
	Net Increase ... { Schools ... 1 Scholars... 40								Net Increase ... { Schools ... 8 Scholars... 147								Net Increase... { Schools ..... 119 Scholars..... 3,748							

* No return for last year : part of the increase is therefore apparent only.

The following Table gives the same detail for Private and Foreign Schools, aided or under inspection only:—

Collectorate or Sub-Division.	High Schools.								Middle Class Schools.								Primary Schools.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		De-crease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	1	340	1	304	...	...	...	42	4	207	6	366	2	159	...	...	3	148	11	76	8	...	...	72
Sattara	...	...	...	...	...	...	...	...	1	51	1	107	...	56	...	...	4	108	4	75	...	...	...	33
Khandeish	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	No return.	1	No return	...	...	...	...
Ahmednuggur	...	...	...	...	...	...	...	...	3	179	3	156	...	...	...	23	3	234	1	92	...	...	2	142
Peint States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ratnagiri	...	...	...	...	...	...	...	...	1	66	1	118	...	52	...	...	13	850	14	789	1	...	...	61
Tanna	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bombay	7	2120	7	2135	...	15	...	...	13	1520	14	1694	1	174	...	...	8	247	7	204	...	...	1	43
Total	8	2466	8	2439	...	15	...	42	22	2023	25	2441	3	441	...	23	32	1,587	38	1236	9	...	3	351
	Net Decrease ... Schools ... 0 Scholars...27								Net Increase ... Schools ..... 3 Scholars 418								Net Increase of Schools..... 6 Net Decrease of Scholars ...351							

TABLE—*continued.*

COLLECTORATE OR SUB-DIVISION.	GIRLS' SCHOOLS.								SPECIAL SCHOOLS.								TOTAL.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Poona	9	501	9	552	...	51	...	...	...	...	...	...	...	...	...	...	17	1202	27	1298	10	96	...	...
Sattara	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	159	5	182	...	23	...	...
Khandeish	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	No return	...	...	...	...
Ahmednuggur	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	413	4	248	...	...	2	165
Peint State	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ratnagiri	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	916	15	907	1	...	...	9
Tanna	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bombay	8	1031	9	1151	1	120	...	...	1	69	1	94	...	25	...	...	37	4987	38	5278	1	291	...	...
Total	17	1532	18	1703	1	171	...	...	1	69	1	94	...	25	...	...	80	7677	90	7913	12	410	2	174
	Net Increase... Schools ... 1 Scholars... 171								Net Increase... Schools..... 0 Scholars 125								Net Increase... Schools..... 10 Scholars ... 236							

The above returns show a slight increase only in Government High and 1st Grade Anglo-Vernacular Schools, while there is a falling off in 2nd Grade Schools. In the preceding year there was a great increase in 2nd Grade Schools; owing to the return to the lower rate of fees (half Rupee) this increase has not been altogether lasting. In Private Middle Class Schools there is an increase, but a falling off in higher Schools.

In Government Primary Schools there is a larger increase than that shown last year. In the Female Schools there is a slight increase, not up to that of last year. Private Schools show a decrease in number of boys but an increase in the attendance of girls.

10. *Results of Instruction* in the Government and Private Schools in point of quality, as shown by numbers passed under different Standards:—

A.—Government Schools.

Standards for European and Eurasian Schools.

(None.)

Standards for Anglo-Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of Average Attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total number of Boys examined under Standards.
High Schools	4	1,132·5	1,081	.....	.....	1,081
1st Grade Anglo-Vernacular Schools	24	2,241·8	2,292	1	43	2,335

Class of School.	Number of Scholars Passed.																				
	Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				Standard VI.
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
High Schools ...	...	...	...	...	...	...	...	...	233	374	385	363	196	236	255	252	138	101	145	133	65
1st Grade Anglo-Vernacular Schools	820	798	742	726	674	574	572	603	230	238	197	154	23	35	28	33	...	...	...	...	.....

2nd Grade Anglo-Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of Average Attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined under Anglo-Vernacular Standards.	Total Number of Boys examined under Vernacular Standards.
2nd Grade Anglo-Vernacular Schools	50	5,812·7	4,410	7	609	1,277	3,742

Class of School.	Number of Scholars passed under Anglo-Vernacular Standards.												Number of Scholars passed under Vernacular Standards.											
	Standard I.				Standard II.				Standard III.				Standard I.				Standard II.				Standard III.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
2nd Grade Anglo-Vernacular Schools	198	501	510	185	138	152	151	147	12	12	11	12	848	968	890	..	664	635	673	499	385	139	411	359

Class of School.	Number of Scholars passed under Vernacular Standards.											
	Standard IV.				Standard V.							
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.				
2nd Grade Anglo-Vernacular Schools	130	129	135	126	6	12	6	11				

Standards for Vernacular Schools:

Class of School.	Number of separate Schools examined.	Number of Average Attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examinations.	Total Number of Boys examined under Vernacular Standards.	Number of Scholars passed under Vernacular Standards.															
							Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.			
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Lower or Primary (Boys).	924	4,4807·6	29,089	81	2583	31672	6830	9823	6428	..	4593	4466	4452	3161	2842	3425	2822	2780	1176	1296	1309	1131	82	79	73	87
Lower or Primary (Female)	22	700·2	294	7	49	343	176	252	233	...	21	25	19	26	...	...	...	...	...	...	...	...	...	...	...	...
Jail Schools (Boys)	8	..	79	..	...	79	15	32	31	...	8	10	7	...	..	1	1	...	...	...	...	...	...	...	...	...
Police Schools (Boys)	1	...	28	...	...	28	10	11	7	..	3	5	2	2	3	5	6	5	...	...	...	...	...	...	...	..

B.—Private Schools.

Standards for European and Eurasian Schools.

Class of School.	Number of separate Schools examined.	Number of Average Attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examinations.	Total Number of Boys examined under Standards.	Number of Scholars passed.																Matriculation or Standard VI.
							Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	
Schools (Aided).																											
High Schools	3	465	331	...	...	331	58	62	59	...	68	66	75	...	72	59	64	53	47	46	41	41	36	31	31	28	8
Middle Class Schools — Boys	6	828·2	513	...	...	513	134	114	120	...	116	114	126	...	96	87	98	57	61	64	56	51	6	6	6	6	...
Middle Class Schools — Girls	6	448·8	208	...	...	208	120	97	104	...	67	46	73	...	44	30	41	29	...	...	...	...	...	...	...	...	...
Middle Class Schools — Mixed	*9	220·4	223	...	...	223	54	60	58	...	34	32	46	...	30	20	37	25	9	7	12	8	2	1	2	2	...

* Bombay Scottish Education Society's Branch School, Byculla. Return not received.

Standards for Anglo-Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of Average Attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools	Number of Boys presented at second examinations.	Total Number of Boys examined under Standards.	Number of Scholars Passed.																	
							Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				Standard VI.
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
Schools Aided.																											
High Schools...	5	1,630	887	...	...	887	172	95	72	114	200	136	114	132	155	138	122	85	70	66	42	44	42	41	38	28	12
Middle Class Schools.	3	375·1	192	...	...	192	56	39	52	50	37	10	38	39	22	16	18	14	...	...	...	...	6	15	6	6	...
Girls' Schools...	1	48	20	...	...	20	...	...	3	3	...	2	4	3	...	2	1	2	..	2	1	1	...	...	...	...	...

Standards for Anglo-Vernacular and Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of Average Attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same School.	Number of Boys presented at second examinations.	Total Number of Boys examined under Anglo-Vernacular Standards.	Total Number of Boys examined under Vernacular Standards.
Schools Inspected.							
Middle Class Schools	7	552·2	532	2	85	311	306

Class of School.	Number of Scholars passed under Anglo-Vernacular Standards.																Number of Scholars passed under Vernacular Standards.											
	Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				Standard I.				Standard II.				Standard III.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Schools Inspected.																																
Middle Class Schools	82	81	71	108	55	53	41	41	14	20	16	19	4	5	4	5	1	1	1	..	83	105	112	..	19	75	78	51	30	17	30	25

Class of School.	Number of Scholars passed under Vernacular Standards.															
	Standard IV.				Standard V.											
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.								
Schools Inspected.																
Middle Class Schools	..	..	..	..	..	..	..	..								

Standards for Vernacular Schools.

	Class of School.	Number of separate Schools examined.	Number of Average Attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same School.	Number of Boys presented at second examinations.	Total Number of Boys examined under Standards.	Number of Scholars Passed.																			
								Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.			
								1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
	Schools Aided.																										
Primary.	Boys' Schools	10	293*	549	...	...	549	160	174	185	...	158	169	170	141	79	65	89	64	...	...	...	...	...	...	...	..
Primary.	Girls' Schools	8	805·7	493	...	...	493	232	259	207	...	112	118	123	93	56	54	48	52	...	...	...	...	...	...	...	...
	Schools Inspected.																										
Primary.	Boys' Schools	18	701·5†	375	1	23	398	65	71	67	...	44	47	28	20	30	18	36	22	5	10	9	8	...	...	...	...
Primary.	Girls' Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..

* Return of one School not received, and average of 3 Schools is included in that of the Anglo-Vernacular Schools.

† Returns of four Schools not received.

A.—Government Schools.

(*a*) *High Schools—Elphinstone.*—The school was examined by the Bombay Deputies and myself in December. Dr. Kielhorn kindly assisted and took the Sanskrit classes. Reports on the results of the examination were submitted to you. Thirty-six boys passed the Matriculation examination. The school has been throughout the year under Mr. Kirkham, with Mr. Barrett as Vice-Principal. The number of boys at the end of March last was 859, against 850 the year before, and the amount of fees collected during the year amounted to Rs. 20,943-8-0, against Rs. 18,872-2-0 the year before.

Poona.—As stated above, the Poona High School was not examined last year. It has been throughout the year under Mr. Jacob. The number of boys at the end of March was 310, against 280 the year before, and the fees amounted to Rs. 6,680-4-0, against Rs. 4,190-12-0 in 1868-69. Thirteen boys matriculated, and of these one obtained the First Sanskrit Scholarship.

Ratnagiri.—This school was examined in January. Dr. Kielhorn was good enough to examine the whole school in Sanskrit. Reports were submitted to you giving the results of examination. Thirteen boys passed the Matriculation examination, one boy obtaining the Second Sanskrit Scholarship. In March last 222 boys were on the rolls, and the fees collected came to Rs. 2,811-12-0. The school is in an efficient state.

Dhoolia.—The number of boys has risen from 119 to 133, and the collection of fees has increased from Rs. 1,307 to Rs. 1,771. One boy passed the Matriculation examination. The school was examined by Mr. Draper in February, and a report was made on the results. Mr. Vithal Narayan Pathak, M.A., has had charge of the school for the whole year.

Ahmednuggur.—The number of boys has risen from 137 to 151, and the fees from Rs. 1,441-14-6 to Rs. 1,666-4-5. Two boys passed the Matriculation examination. Mr. Hammick examined the school in October and submitted his report to you. The Head Master is Mr. Janardan Vinayak Bapat, M.A.

In future the examination of these High Schools is to be conducted by a Board of Examiners appointed by the Director. This change will be of advantage to the schools and agreeable to the

Masters. Measures for the encouragement of classical reading have also been considered during the year.

(*b*) *First Grade Anglo-Vernacular Schools.*—One new school of this rank has been opened at Dapuli, in Ratnagiri, making up the total of 25. Of these 25 schools, 12 have a direct grant from Government and are under the inspection. These 12 are either *Independent* and teach up to the 4th Anglo-Vernacular Standard, or feeders to High Schools. Independent English Schools are Sattara, Sholapoor, Nassick, Maligaum, Tanna, and Callian Schools. In Bombay the Jagunnath Shunkarset (Marathi), the Fort Branch, and Goculdas Tejpal (Gujarathi); in Poona, the City School No. I. and the Poona Camp School (Gujarathi); and in Ratnagiri, the English School,—are feeders to High Schools.

The 13 schools supported from the Vernacular grant are at Dhoolia,* Poona City School No. II., Barsi, Wai, Vingorla, Dapuli, Alibag, Penn, and Bassin, with 4 in Bombay,—Amerchandwady and Upper Mahim (Marathi), Chandanwadi (Gujarathi), and Lower Mahim (Portuguese). Of these 13, Dhoolia, Poona, and the Bombay Schools are counted as feeders, and all have hitherto been under the Deputies.

Mr. Draper examined Malligaum, Poona Camp, Nassick, and Dhoolia Schools; and reports favourably on the whole of all. He especially praises Nassick.

Mr. Hammick examined Poona City No. I. and No. II., Jugunnath Shunkarset and Sholapoor Schools. Noting some deficiencies, Mr. Hammick reports very favourably on the whole with regard to Sholapoor. He also commends Poona City School No. II. Of the other two schools he speaks less well, noting that the Bombay School requires more vigour in teaching; and that the Poona School has certain defects, such as hurried reading, weakness in translation and history, and want of neatness and accuracy. These defects are more or less observable in our English Schools, and can only be cured by employing better trained and better paid Assistants. It would, I think, be a good plan to attach candidates for places in English Schools to some High School for training in method.

* Also receives support from Local Funds.

Six schools were examined by me,—Fort Branch, Gokuldas Tejpal, Tanna, Callian, Ratnagiri, and Sattara.* With Callian I was not satisfied. The standard rules with regard to writing had been neglected, and I decided to examine the school in July or August next. The other schools are in a good state, with some deficiencies, which have been pointed out to the Masters. The two Gujarathi Schools and Ratnagiri were especially good.

The remaining 11 schools were examined by the Deputies, who generally report well of them. In future the Inspector will assume direct charge of First Grade Schools.

(c) Second Grade Anglo-Vernacular Schools.—In 1868-69 there was a re-action in favour of these schools, owing, as stated before, to the return to the old fee of 8 annas. In that year 33 new schools of this class were established. Last year 5 new ones were started, and 9 old schools descended to the rank of Vernacular Schools, as the minimum of 15 boys could not be maintained. There existed at the close of 1869-70 50 of these schools.

You will see from the Reports of the Deputies, that complaint is made of the "*fluctuating*" character of these schools, which maintain an English class, or not, as the number of English learners rises to or falls below 15 boys. Some of the Deputies would have the minimum reduced to 10. But to my mind these schools are the most unsatisfactory of all under the Department. I refer you to the remarks of the Sattara Deputy on this subject. It appears that in a Second Grade School the Master thinks of the English rather than of the Vernacular, and expects to gain more credit for teaching a smattering of English than training boys under the higher Vernacular Standards.

General Remarks on Higher Schools.—Before leaving the subject of instruction in higher Government Schools, I beg to point out what has been done during the year to supply wants or remedy defects in the present system :—1. Reports have been submitted by your orders showing the requirements of each Zilla, and giving the names of large towns and central stations where English Schools would flourish. Should good English Schools be established, as proposed, the means of obtaining higher education will be within

* Examined after the close of March. Returns are not included in the Tables given.

easy reach of all who choose to avail themselves of it; at the same time the schools as graded will not be more expensive than necessary, and about half the cost will be borne by fees. Further, the scale of pay would be sufficiently liberal to attract qualified men. At present, though honest and good work is done by Assistant Masters, still at times it is plain that many men neither make their work their first object, nor look on teaching as a profession worthy of their whole energies. 2. A Committee has been appointed to revise the English Series of Reading Books in the light of increased experience, and Masters of schools have been invited to express their views on the subject. 3. A second Committee has been appointed, consisting of Dr. Kielhorn, Professor Keru Luxumon Chatre, Krishna Shastri Chiploonkar, Esquire, the Rao Saheb Narayanbhai, and the Educational Inspector, to advise on all matters connected with educational standards and books in the Marathi Districts. This Committee has given opinions on many books and manuscripts submitted by you, and now has under consideration proposals for improving Anglo-Vernacular and Vernacular standards, and for supplying books and manuals, original or translated, much wanted in our schools and libraries.

The due subordination of Schools, Vernacular Middle Class and High Schools, revised rules for terms and holidays, fixed dates or months for Entrance examinations and inspections in the higher schools, regulations for a monthly review of classes by Head Masters or special teachers, and a standard Time Table providing for translations, copies, and other subjects likely to be overlooked, are all points requiring attention.

(*d*) *Primary Schools.*—It is satisfactory to note the large increase in attendance of the year before. The net increase of Primary Schools during the year was 111. A large part of this increase is due to new schools opened late in the year in Ahmednuggur and Sattara Sub-Divisions. Tables of Receipts and Charges, and also of Schools and Scholars, having been already given, it is unnecessary to give details for each Zilla again. From January last, according to Act III. of 1869, the local cess was paid by all* Talookas, and

* 5 Talookas in Poona, 1 in Tanna, and 4 in Ratnagiri, did not pay the cess before January last.

even on alineated* and Inam lands. Consequently from the first of March last all our Primary Schools have been converted into Cess Schools, with the lower rates of fees. The loss of fee† receipts has unfortunately to be set against receipts from Local Funds.

That the cess is appreciated is shown by the number of demands from villages for schools. The following figures give the number from each Zilla received during the year:—

Sub-Division.	Number of applications to Inspecting Officers.	Number proposed by Talooka Committees.	Number granted in Budget for the current year.
Khandeish	13	9	5
Tanna	21	13	9
Poona	47	48	37
Ahmednuggur	28	40	13
Ratnagiri	21	52	25
Sattara	5	45	26

and large ‡ demands will be made for some time to come, as the taste for education spreads. For example, in Sattara, by no means the most backward Zilla in education, there are more than a thousand villages and only 135 schools. Very many of these villages are of course extremely small and could not support even a Branch School. But many others are important and can claim a school according to the existing rule, which gives a school to each village that can supply 30 boys for instruction.

How to provide for this natural and certain development is a subject requiring consideration. The rate of fees has been fixed on a low scale, though probably at first double the present rate might have easily been collected from cess-payers. But, even if it were possible to raise the rate, so as to make the cess-payer contribute half as much as the non-cess-payer now gives, the relief would not be great to the Local Fund, which it would increase by about $\frac{1}{17}$th only. Further

* In Ahmednuggur and Sattara Sub-Divisions.

† Fees in Non-Cess District Schools were generally 2 annas a month. In all Cess Schools they are 6 pies for cess-payers and 2 annas for non-cess-payers per child.

‡ The Tanna Deputy states that there are 111 villages, with a population of 600 and upwards, and with 30 boys or more of school age.

assistance from Imperial Fund is not to be looked for at the present time. There remains only the Local Fund itself, and the wording of the rule 40, under section 12 of the Bombay Local Fund Act III. of 1869, seems to point out the source from which assistance should be given. The rule says that *not less than* $\frac{1}{3}rd$ of the cess is to be devoted to education. Inasmuch as previous to the levy of the present local cess a half anna voluntary cess was given in Sattara* to education, there is a kind of precedent for the proposal to ask for a half share of the cess. This equal division would increase by half the present sum available for education in each Zillah.

Further relief might be given to Local Funds by proposals lately made by you for the revision of the offices of the Inspecting Staff, the separation of English from Vernacular education, and the levy of a town rate for primary instruction. At present one High School and 13 First Grade Anglo-Vernacular Schools draw money from Local Funds or the Vernacular Grant. This money is now required for primary education, its most legitimate object.

With the plan of funding a Reserve equal to one year's levy of the cess, disappears the one objection to the separation of English from Vernacular Education—that the sons of cess payers cannot as a rule afford to attend higher English Schools: for the interest of the Reserve would be given in scholarships to be held at an English school, and awarded after a competitive examination in each talooka to sons of cess-payers. But the Reserves can in few cases only be at present accumulated and invested, as is shown in para. 24.

To return, however, to the present state of Local Fund Schools, I note that in preparing the Budgets for 1870-71, very scanty provision could be made for school buildings in most Zillas, and many applications for new† schools had to be passed over. In Colaba especially Rs. 1,363-8-0 only could be allotted to buildings. Even of this sum Rs. 702 were in payment of an advance from the Fee Fund, and really represented no new work for the current year. The remainder was for the completion of a school-house. Further, 30 new schools in Poona and some new schools in Ratnagiri are still unopened, owing to the difficulty of finding qualified Masters. It is easy to find boys willing to undertake schools which they

* *Vide* Report of Deputy, Sattara, para. 13.

† Khandeish is somewhat of an exception.

could not manage, but not easy to find grown men who are willing and competent. Additional advantages, however, are now to be offered to Masters. Pension to those paid from Local Funds has been sanctioned by Government Resolution No. 5749, dated 27th December 1869, and payment of 5 per cent. has been made in advance to Government for the current official year. Further, a more liberal scale of pay, a fixed allowance with grants for capitation and proficiency, was sanctioned by you in November last.

These provisions, which make an increase of income most necessary, will attract more and better Masters and Assistants in future. Meantime it will be necessary, until trained Masters and additional funds are available, to pay more attention to Branch Schools, where elementary instruction can be given by an Assistant of large and central schools under the supervision of his Master. In the Budgets for next year particular attention will be paid to this, with the view of doing what can be done as cheaply as possible.

Besides the want of trained teachers the main defects in Vernacular education which I note are these:—1. The neglect of the highest Vernacular Standard. 2. The too early study of English. 3. The want of good school-houses and school apparatus. 4. The want of good Text-books, especially on Marathi syntax, on history, and on general knowledge.

The last want will in time be remedied with the assistance of the Committee mentioned before. The third is a want which is a very pressing one. On school-buildings I shall speak hereafter. As to apparatus, I can only say that, even when it is to be procured in Bombay, very scanty funds are available for its purchase. The second evil is a very serious one, and can only be checked through a careful examination by the Masters of Elementary English Schools and by the Deputies. The Deputies are already overworked, or it would be desirable to make them Joint Examiners with the Master in the Entrance examination to English Schools. As it is, the Master is naturally anxious to increase the number of boys in his school, and the only check is the examination by the Deputy, sometime perhaps after the boys have been admitted. A circular will be sent, calling the attention of Masters to the rule that the III. Vernacular Standard must be passed before a boy is allowed to learn English.

The infraction of the rule causes a waste of time and money, and is equally bad for schools and pupils. If the rule be strictly observed, the course in English Schools will consist of elementary English and higher Marathi studies up to the 3rd Anglo-Vernacular Standard.

"But with the existing 2nd Grade Schools—the worst schools we have—it is most difficult to prevent the too early study of English. The rule as at present is, that when in a superior* Vernacular School 15 boys profess themselves ready to pay a fee of 8 annas for English, the school is raised to the rank of a 2nd Grade School. I have already alluded to the remarks of Deputies on the "fluctuating" character of these schools—"open one month, shut another,"—so far as the teaching of English goes. It is obvious that this state of change is most undesirable, and that the proper studies of such schools must suffer in consequence. But, instead of thinking that the minimum should be reduced to 10, I agree with the Sattara Deputy, who would raise it to 20. I would take away the name 2nd Grade School, and grant an English class only when 20 boys agree to pay a special teacher a fee of one rupee each. The present rule has been so strictly acted on that there were lately three 2nd Grade Schools teaching in the same school-houses with 1st Grade Schools the same elementary English, but in an inferior manner and with a lower fee. The first defect noted might be cured, as suggested before, by attaching the second class certificate to Standard V. instead of IV. Boys in good schools could pass Standard V. quite as soon as they are fit for employment; and would be much benefitted by the extra time at school. As it is, we might as well strike out Standard V. as useless.

Another point which the Committee for the Marathi Districts might consider, is the importance which Modi reading and writing should have in our curriculum. The Deputy, Sattara, has some suggestions on this point, which I will put before the Committee.

(*e*). *Hindustani Schools.*—Reports have been forwarded during the year on this subject. A rough estimate gives about $2\frac{1}{2}$ per cent.

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* Superior, *i. e.* teaching beyond Vernacular Standard III.

as the proportion of Mahomedan to other cess-payers. There are also large numbers of Mahomedans in Bombay and in Mofussil towns. Ahmednuggur, for instance, before making over ground to Nassick, had in towns and large villages an estimated Mahomedan population of 11,600. From the table given in paragraph 17 an increase is seen in the number of Mahomedan children attending Government Schools. Many of these children learn Marathi. There are only 9 Hindustani Schools for boys; there are also a few Hindustani classes attached to Marathi Schools in Khandeish, Ahmednuggur, and Tanna Sub-Divisions. These schools and classes are generally in a very poor state, owing to the want of proper teachers. In future, 5 Junior Studentships are to be allotted each year in the Training College to persons willing and competent to qualify as Hindustani Masters.

(*f*) *Gujarathi Schools.*—Except in the Island of Bombay, the number of these schools is small. The few schools and classes for Gujarathies in Tanna call for no special remarks.

(*g*) *Female Schools.*—The number remains the same as last year (23), with attendance of 1,092 girls. As a rule, these schools teach very little, seldom up to Standard II., and never beyond Standard III. Still there is an increase over the attendance of last year, more than one-half the increase being due to Ahmednuggur.

The Tanna Deputy reports favourably of Alibag, from which school a girl obtained a stipend in the Bombay Normal School.

The existing schools do good in accustoming people to the idea of female education, though no great progress can be expected until women teachers are available.

(*h*) *Police School.*—There is one Police School at Nuggur. The Deputy does not speak very favourably of it, but the annual return of attendance is not low.

(*i*) *Jail Schools.*—By your orders the following schools were inspected:—Ahmednuggur, Dhoolia, Poona, Yeroda, Sholapoor, Ratnagiri, Sattara, Tanna.

The Inspection Report will be forwarded to you. There appear to be paid Masters in Dhoolia and Ratnagiri Schools, and the former is comparatively well reported of. Against all the schools, except Dhoolia, the Deputies report most unfavourably.

(*j*) *Training Colleges—Poona.*—The number of students in March last was 61, against 68 the year before. In the half-yearly Entrance Examinations 36 out of 163, and 23 out of 158, candidates passed.

The Entrance Examination is the 3rd Vernacular Standard, and the poor result shows both defects in our Vernacular teaching and the little attraction which the profession of teaching in Primary Schools has hitherto held out to good men. But additional advantages are now offered, and the next examination will, it is hoped, bring in 100 successful candidates according to the new scale lately sanctioned.

The College course has been revised; English is no longer to be taught; and the time thus saved is to be given to extended study in the Vernacular and to training in method. Some disappointment was caused by the exclusion of English, and 6 of the passed candidates declined stipends in consequence. But in the long run the change will be found most beneficial.

The grades of Masters and Assistants to be employed in future are as follows:—

1. *Masters of Superior Vernacular Schools; i. e.*, men who successfully pass through the College course of two years.
2. *Masters of Inferior Schools and Assistant Masters; i. e.*, men who successfully pass through half the College course.
3. *Monitors; i. e.*, pupil teachers who have passed the Entrance Examination.
4. *Pupil Teachers.*—Provision has been made for these in the Budgets for the current year wherever funds were available; *i.e.*, in Ratnagiri, Sattara, Poona, and Sholapoor. In these Zillas small classes of pupil teachers are being given to the best Masters.

That the enlargement and re-organization of the Training College were urgently required, is shown by the following table of appointments during the year:—

New Appointments of Trained and Untrained Men made during the year.

Sub-Division.	Trained.		Untrained.	
	Masters	Assistant Masters	Masters	Assistant Masters.
Poona	13	6	11	57
Ahmednuggur	8	10	10	72
Khandeish	5	.....	2	3
Sattara	4	4	1	21
Ratnagiri	2	.....	.....	30
Tanna	6	3	6	31
Marathi Schools, Bombay	.....	1	2	1
Gujarathi Schools, Bombay	.....	.....	2	15
Total.....	38	24	34	230

Of the trained men 57 were fresh from the College, and of them no less than 23 were appointed on salaries less than Rs. 10.

As vacancies occur in the College, untrained Masters and Assistants appointed since 1865 are called up, and no new Assistants or Masters are engaged unless they have obtained a second class certificate, and consent to submit to training when called up, under penalty of dismissal.

Dhoolia.—The state of the Training class here has been under consideration. The class is to supply Khandeish with Masters for Inferior Schools, Assistants, and Monitors. For Superior Schools, Masters will be trained one year in the Poona College, after careful selection from the passed two-year men at Dhoolia. A final report on the size of the class required will be sent hereafter.

The idea of Zilla Scholarships is a good one, and it will be followed out this year in Poona, the 100 Junior stipends being allotted to each Zilla (in proportion to the cess paid) and competed for at the Sudder Station.

Female Normal Schools—Bombay.—Miss Richmond is in charge of the Normal School in Bombay established during the year. A

report was lately made to you on the school. There are two Assistant Masters (Marathi and Gujarathi), ten girls receiving stipends, and 22 attending as candidates or as ordinary pupils. Of the 10 girls receiving stipends, three are returned as of the Brahmin caste, four as Hindoos, and three as Parsees.

The school is Anglo-Vernacular. To enable the school to succeed, agreements should be made with the girls receiving stipends, and a Practising School should be attached. A Second Mistress is also required.

At the same time I pointed out that the school would be an expensive one,—as in Bombay, and with two sides (Marathi and Gujarathi),—and that it would not train Mistresses for schools in the Mofussil, but merely for schools in Bombay, or for the families of rich Natives. English-trained Mistresses would not go to District schools, and, if they would, would be too expensive.

The school would therefore be a small one, and the cost would be large per head.

Taking these and other points into consideration, I advised that our strength should be concentrated on two schools, Ahmedabad (Gujarathi) and *Poona* (Marathi), and that the idea of English education should be abandoned for the present.

With limited funds, we should find the school at Poona far cheaper and more effective, and girls suited for Marathi Schools could be found in sufficient number. The wants of the Gujarathi part of Bombay could in time be supplied from Ahmedabad.

Poona.—The class which Miss Martin was to have superintended in Poona has been under the care of Rao Saheb Narayen Bhai, Principal of the Training College, since October last.

The class is doing fairly, and can easily be enlarged as funds are supplied. The girls are well suited for the life they are trained for. A Practising School will be provided this month.

B.—Non-Governmental Institutions.

1. The Byculla School and the schools belonging to the Parsee Benevolent Institution receive aid from Government, not on the grant-in-aid system. Reports on these schools have been forwarded to you. The Girls' Schools attached to the Parsee Institution are far the best that I have yet seen.

2. *Private Schools (Aided).*

The Scottish Orphanage, Mahim.
St. Mary's Institution, Byculla.
The Scottish Education Society's School, Fort.
The Diocesan School, Byculla.
The Bishop's School, Poona.

} These schools are for Europeans and Eurasians, and are all good schools, teaching up to the Matriculation Standard. There are several smaller European Schools.

As many of the Masters are overworked, it seems a pity that some of the Protestant Schools in Bombay are not combined into one large school. Time and money would be saved by the union.

The following Private Schools matriculated boys in 1869-70 :—

	No. of Boys passed.
Parsee Benevolent Institution	6
General Assembly	2
Poona Free Church Mission	1
Bombay Free General Assembly	3
St. Mary's Institution, Byculla	7
Bombay Scottish Orphanage	1
	20

Four Marathi Girls' Schools at Poona, supported from the Dakshina Fund, are not well reported on by the Deputy.

3. *Indigenous Schools.*—The grants given (see para. 16) show that many of the Private Higher and Middle Class Schools inspected are good, though they have to contend against constant changes and irregular attendance among their pupils. But the Private Primary and the Indigenous Primary Schools appear to be far inferior, as a rule, to Government Schools of the same order. The number of Indigenous Schools is large, but the average attendance is generally small and fluctuating. Discipline is not strict, and instruction is not methodical. The fees are higher than those paid in Government Schools. Indigenous are often preferred to Government Schools, because the course of instruction consists merely of Modi reading and writing and mental arithmetic. To the ignorant, grammar, history, geography, and such subjects, appear useless and unprofitable.

4. *Native States :—*

Sawantwadi.—A good English School is established in this State under a Student of Elphinstone College. The school now contains

119 boys learning up to advanced Anglo-Vernacular Standards; Sanskrit also is taught. There are also 13 Primary Schools, some in a very flourishing state, and one Girls' School. The fee in the Primary Schools is 2 annas, and in the English School 4. The State is indebted to the Political Superintendent for these schools. They should be inspected by the Ratnagiri Deputy, but, owing to his time being occupied in his own Zilla, the Master of the English School inspects the Primary Schools.

Akalkote.—The Agent has opened nine Primary Schools and placed them under the supervision of the Department. There is also one old English School, which was inspected last year. Sufficient funds have been supplied for these schools, and they promise well.

Punt Prutinidhi of Aoond has six schools under inspection. The Chief is said to take an interest in them, but the Deputy notes want of apparatus, method, and supervision. *The Punt Sachio* of Bhore has 10 schools, one being Anglo-Vernacular. The Deputies report unfavourably of most of the Primary Schools, and complain that no attention is paid to their suggestions. *The Nimbalker* of Phultan is said to take much interest in his schools. He has one Anglo-Vernacular, and well spoken of; one Hindustani, described as wretched; and six new schools.

Dufleh of Jutt has 10 or 12 schools (1 English), but these schools are not inspected by this Department.

Complaints are made by the Deputies that they are in a false position with regard to the schools inspected but not supervised by them, and that an annual inspection is useless, if nothing is done to remedy defects, and necessary information as to studies and attendance is denied. I agree with the Deputies that full educational supervision should be given as in Government Schools.

In the Peint State there are 8 schools. These schools are doing as much as is possible, considering the backward state of the District. They are under this Department, and were examined after the close of the official year.

5. The returns called for in your letter No. 2695, dated 20th October 1869, are appended. Statement A gives the information required for the whole Division, including towns. Statement B gives the same for large towns only.

11. School-building operations during the year :—

Name of Place.	For what number of Pupils.	Commenced or carried on.	Completed during the year.	Expenditure.					
				Imperial.	Local	Municipal.	Popular Contributions.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10
New Buildings.									
Poona Sub-Division.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kawthey	40	...	1	.....	.....	.....	.....	.....	.....
Augalgaum	50	...	1	.....	.....	.....	.....	.....	.....
Kari	50	...	1	250 0 0	.....	.....	.....	.....	.....
Nimbgaum	75	...	1	100 0 0	.....	.....	250 0 0	.....	500 0 0
Shelgaum	35	...	1	.....	.....	.....	100 0 0	.....	200 0 0
Wadgaum	60	...	1	.....	.....	.....	.....	.....	.....
Kurkumb	...	...	.....	.....	500 0 0	.....	.....	.....	.....
Akole	...	...	.....	.....	.....	.....	.....	.....	500 0 0
Auger	...	...	.....	.....	.....	.....	200 8 0	.....	200 8 0
Pangree	50	...	1	.....	.....	.....	254 8 0	.....	254 8 0
Muncher	70	...	1	.....	.....	.....	.....	.....	.....
Tullegaum Dabhaday	100	...	1	.....	.....	.....	.....	.....	.....
Patus	75	1	At present stopped.	.....	.....	.....	.....	.....	.....
Wapgaum	...	...	.....	50 0 0	.....	.....	50 0 0	.....	100 0 0
Carried forward...	...	...	.....	400 0 0	500 0 0	.....	855 0 0	.....	1,755 0 0

Name of Place.	For what number of Pupils.	Commenced or carried on.	Completed during the year.	Expenditure. Imperial.	Local.	Municipal.	Popular Contributions.	Fees.	Total.
1	2	3	4	5	6	7	9	9	10
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward...	...	...	.....	400 0 0	500 0 0	.....	855 0 0	.....	1,755 0 0
Chaken	...	...	.....	.....	.....	.....	707 12 0	.....	707 12 0
Tadavley	...	...	.....	.....	75 0 0	.....	.....	.....	75 0 0
Barsee, No. I.	...	...	.....	.....	500 0 0	.....	.....	.....	500 0 0
	...	...	.....	400 0 0	1,075 0 0	.....	1,562 12 0	.....	3,037 12 0
Ahmednuggur Sub-Division.									
Chinchodee, Talooka Nuggur.....	40	1	1	.....	.....	.....	.....	.....	.....
Karjumkhu do. do....	40	1	1	.....	.....	.....	.....	.....	.....
Chinchodee, Patels do. do.	50	1	1	.....	.....	.....	.....	.....	.....
Nimbgaomjute do. Sungumner	50	1	1	.....	.....	.....	.....	.....	.....
Sangaom do. do.....	50	1	1	.....	.....	.....	.....	.....	.....
Dedgaum, Talooka Newaseh	40	1	1	.....	.....	.....	.....	.....	.....
Balopimpulgaum, Talooka Newaseh	50	1	.....	.....	.....	.....	.....	.....	.....
Karadgaum, Talooka Sheogaum..... ...	60	1	1	.....	.....	.....	.....	.....	.....

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Name of Place.	For what number of Pupils.	Commenced or carried on.	Completed during the year.	Expenditure.					
				Imperial.	Local.	Municipal.	Popular Contribution.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward...	...	...	.....	175 0 0	.....	.....	.....	.....	175 0 0
Mukhed, Talooka Sawargaum	40	1	.....	.....	.....	.....	.....	.....	.....
Sawargaum do.	40	1	.....	.....	.....	.....	.....	.....	.....
Jalgaum Jaoor do.	40	1	.....	.....	.....	.....	.....	.....	.....
Rajapoor do.	40	1	.....	.....	.....	.....	.....	.....	.....
Rasin.....	...	...	.....	.....	.....	.....	78 14 0	.....	78 14 0
Total.....	...	...	.....	175 0 0	.....	.....	78 14 0	.....	253 14 0
Khandeish Sub-Division.									
Jamneir.....	150	...	1	.....	.....	.....	.....	.....	.....
Dhoolia (Marathi)	350	...	1	.....	.....	.....	.....	.....	.....
Edlabad.....	75	...	1	.....	.....	.....	.....	.....	.....
Shirpoor	100	...	1	.....	.....	.....	.....	.....	.....
Masuwud	75	...	1	.....	.....	.....	.....	.....	.....
Pachora.....	60	...	1	.....	.....	.....	.....	.....	.....
Utran	60	...	1	.....	.....	.....	.....	.....	.....
Dahiwel.....	60	...	1	.....	.....	.....	.....	.....	.....
Chimtana	100	1	.....	.....	.....	.....	.....	.....	.....

Pimpralo	75	...	.....	.....	.....	.....	.....	.....	.....	.....	
Dharungaum	125	...	.....	.....	.....	.....	.....	.....	.....	.....	
Faijpoor	200	...	.....	.....	.....	.....	.....	.....	.....	.....	
Jalgaum	150	...	.....	.....	.....	.....	.....	.....	.....	.....	
Palner	100	...	.....	.....	.....	.....	.....	.....	.....	.....	
Asoda	200	...	.....	.....	.....	.....	.....	.....	.....	.....	
Dhoolia 1st Grade Anglo-Vernecular School	150	...	.....	.....	.....	.....	.....	.....	.....	.....	
Chopda	250	...	.....	.....	.....	.....	.....	.....	.....	.....	
Parhola	200	...	.....	.....	.....	.....	.....	.....	.....	.....	
Malligaum (Marathi)	300	1	.....	.....	.....	.....	.....	.....	.....	.....	
Chirne	...	...	.....	281 0 0	.....	.....	281 0 0	.....	562 0 0		
Wadgaum, Talooka Pachora.	...	...	.....	14 8 6	.....	.....	.....	.....	14 8 6		
Bhalad	...	...	.....	200 0 0	.....	.....	.....	.....	200 0 0		
Navibeg, Talooka Baglan..	...	...	.....	200 0 0	.....	.....	200 0 0	.....	400 0 0		
Jumbeg do.	...	...	.....	300 0 0	.....	.....	300 0 0	.....	600 0 0		
Total	...	...	.....	995 8 6	.....	.....	781 0 0	.....	1,776 8 6		
Sattara Sub-Division.											
Mayani, Talooka Khattao.	125	1	.....	.....	500 0 0	.....	.....	.....	500 0 0		
Boodha do.	100	1	1	.....	600 0 0	.....	.....	.....	600 0 0		
Nateypootey, Talooka Malshirus	100	1	.....	.....	500 0 0	.....	.....	.....	500 0 0		
Khanapoor, Talooka Khanapoor	125	1	1	.....	.....	.....	.....	.....	.....		
Kudegaum do.	100	1	.....	.....	500 0 0	.....	.....	.....	500 0 0		
Bhilowdee, Talooka Tasgam	100	...	.....	.....	1,000 0 0	.....	.....	.....	1,000 0 0		
Walwa, Talooka Walwa	100	1	1	.....	.....	.....	.....	.....	.....		
Peith do.	75	...	.....	.....	900 0 0	.....	.....	.....	900 0 0		
Carried forward	...	...	.....	.....	4,000 0 0	.....	.....	.....	4,000 0 0		

Name of Place.	For what number of Pupils.	Commenced or carried on.	Completed during the year.	Expenditure.					
				Imperial.	Local.	Municipal.	Popular Contribution.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward...	...	...	.....	.....	4,000 0 0	.....	.....	.....	4,000 0 0
Bahooley, Talooka Patun...	100	...	.....	.....	1,000 0 0	.....	.....	.....	1,000 0 0
Pal, Talooka Karrar.....	80	1	.....	.....	.....	.....	.....	.....	.....
Retra do.	75	...	.....	.....	.....	.....	.....	.....	.....
Ozerda, Talooka Wai	90	...	.....	.....	.....	.....	.....	.....	.....
Koregaum, Talooka Koregaum	Enlargement of the present building.		.....	.....	405 0 0	.....	.....	.....	405 0 0
Karar, No. I.....	...	...	.....	.....	2 0 0	.....	.....	.....	2 0 0
Medho	...	...	.....	.....	145 0 0	.....	.....	.....	145 0 0
Wadooz, Talooka Khattao..	...	...	.....	.....	500 0 0	.....	.....	.....	500 0 0
Dahiwadi	...	...	.....	.....	300 0 0	.....	.....	.....	300 0 0
Total.....	...	...	.....	.....	6,352 0 0	.....	.....	.....	6,352 0 0
Ratnagiri Sub-Division.									
Satowlee	60	1	1	.....	.....	.....	51 13 0	.....	51 13 0
Hedwee.....	40	1	.....	60	.....	.....	60 0 0	.....	120 0 0
Pachul	75	1	1	75	.....	.....	75 0 0	.....	150 0 0
Naley.....	40	1	1	.....	.....	.....	.....	.....	.....

Ratnagiri Girls' School ...	50	1	.....		.....	400 0 0	.....	.....	.....	400 0 0
Bhatey	40	1		1	.....	.....	.....	.....	.....	.....
Foongoose.....	50	1	.....		.....	.....	.....	.....	.....	.....
Chindur.....	50	1		1	.....	.....	.....	.....	.....	.....
Talghur.....	40	1	.....		.....	.....	.....	.....	.....	.....
Naringray.....	75	1		1	.....	.....	.....	.....	.....	.....
Khamthey	50	1	.....		.....	.....	.....	.....	.....	.....
Moorday	50	1		1	.....	.....	.....	.....	.....	.....
Tullay	40	1	.....		.....	.....	.....	.....	.....	.....
Khopi	50	1		1	.....	.....	.....	.....	.....	.....
Velomb	40	1		1	.....	.....	.....	.....	.....	.....
Ratnagiri, No. II.....	...	...	.....		.....	.....	.....	.....	.....	.....
Ratnagiri High School ...	...	...	.....		.....	.....	.....	91 8 0	.....	91 8 0
Total.....	...	...	.....		135 0 0	400 0 0	.....	278 5 0	425 0 0	1,238 5 0
Tanna Sub-Division.										
Penn	250	1	.....		.....	.....	.....	.....	.....	.....
Bhewndy	250	1		1	.....	.....	.....	.....	.....	.....
Naley	50	1	.....		.....	.....	.....	.....	.....	.....
Mahad, No. I	150	1		1	107 0 0	.....	.....	.....	.....	107 0 0
Khardee	100	1	.....		.....	400 0 0	.....	.....	.....	400 0 0
Alibag English School ...	100	1		1	.....	.....	.....	.....	.....	.....
Birwadi	150	1		1	.....	.....	.....	.....	.....	.....
Total.....	...	...	.....		107 0 0	400 0 0	.....	.....	.....	507 0 0
Grand Total.....	...	...	.....		1,812 8 6	8,227 0 0	.....	2,700 15 0	425 0 0	13,165 1 6
Ordinary Repairs to School Buildings.										
Poona	...	...	.....		1,585 5 0	1,277 0 0	.....	.....	93 13 10	2,956 2 10
Sattara	...	...	.....		.....	1,855 10 11	.....	.....	.....	1,855 10 11
Carried forward...	...	...	.....		1,585 5 0	3,132 10 11	.....	.....	93 13 10	4,811 13 9

Name of Place.	For what number of Pupils.	Commenced or carried on.	Completed during the year.	Expenditure.					
				Imperial.	Local.	Municipal.	Popular Contribution.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward.....	...	...	.....	1,585 5 0	3,132 10 11	.....	.....	93 13 10	4,811 13 9
Ahmednuggur	...	...	.....	524 7 0	2,427 4 11	.....	.....	304 5 6	3,256 1 5
Ratnagiri	...	...	.....	1,099 6 7	191 10 0	.....	.....	.....	1,291 0 7
Tanna.....	...	...	.....	90 0 0	2,091 8 0	.....	.....	25 0 0	2,206 8 0
Khandeish.....	...	...	.....	.....	1,691 2 6	.....	.....	15 0 0	1,706 2 6
Total.....	...	...	.....	3,299 2 7	9,534 4 4	.....	.....	438 3 4	13,271 10 3
Special Grants for Private School Buildings.									
Church Missionary Society's English-Teaching School at Sharunpoor, for the year 1869-70.....	...	...	.....	318 0 0	.....	.....	.....	.....	318 0 0
Do. Vernacular School at Makhmalabad, near Nassick, for the year 1869-70	...	...	.....	52 8 0	.....	.....	.....	.....	52 8 0
Do. Anglo-Vernacular School at Sharunpoor, do. for do.	...	...	.....	527 0 0	.....	.....	.....	.....	527 0 0

Do. Vernacular School at do. for do.	...	...	.....	171 14 0	.....	.....	.....	.....	171 14 0
Do. do. African Asylum at Sharunpoor, for do.	...	...	.....	1,180 0 0	.....	.....	.....	.....	1,180 0 0
Nuggur Normal School for the American Mission...	...	...	.....	5,974 4 4	.....	.....	.....	.....	5,974 4 4
Total.....	...	...	.....	8,223 10 4	.....	.....	.....	.....	8,223 10 4
Grand Total.....	...	...	.....	13,335 5 5	17,761 4 4	.....	2,700 15 0	863 3 4	34,660 12 1

N.B.—Expenditure on the Schools against which no expenditure is shown was provided for previous to 1869-70.

The contrast between the total (Rs. 80,655 2-4) of 1868-69 and the total of Rs. 34,660-12-1 for 1869-70 is very great. The difference arises, first, from the necessity of stopping all but the most necessary payments from the Imperial Grants of Rs. 50,000 (new buildings) and Rs. 7,500 (petty repairs). In 1868-69 Rs. 12,356 were given to Government Schools; in 1869-70 only Rs. 7,361 were granted: and as such payments are given in the main to meet popular contributions, the loss was more than at first appears. The Deputies had in some cases to pay back what they had collected from the people when the corresponding Government grant was denied. A second reason for the great falling off was want of Local Funds. In the Budgets for 1869-70, the charges of Establishment had in some cases so nearly come up to revenue, that provision for buildings, if made to any extent, encroached upon the balances.

If proposals made above, with regard to the means by which Educational funds might be increased, come to nothing, it will be impossible to do much for school-buildings, unless some percentage of the Public Works share of the cess be given for this object.

New and better plans for school-buildings are under preparation, in order to comply with the Budget rules lately issued.

12.—*Libraries:—*

A.—*Previously existing. Return up to 31st March 1869.*

Name of Sub-Division.	Name of Place.	Total Number of Volumes.	Number added during the year.	Number of Members.	Volumes Issued.	Income.	Expenditure.
1	2	3	4	5	6	7	8
						Rs. a. p.	Rs. a. p.
Bombay.	Bombay	Return not received.					
Poona Sub-Division.	Poona	3,100	18	217	127	854 3 0	826 0 3
	Sholapore	684	19	18	52	207 0 0	185 5 0
	Jooner	100	...	7	...	69 10 3	69 10 3
	Tullegaum Dham Dhore	96	...	20	...	75 0 0	75 0 0
	Pabal	100	...	...	...	.....	.....
	Khair	111	...	25	...	54 7 0	29 7 0
	Baramatee	Closed.					
	Indapoor.....	Return not received.					
	Sassoor	102	...	25	14	.....	.....
	Patas	77	...	7	...	29 11 0	29 11 0
	Tullegaum Dabhade	44	10	25	27	84 8 0	84 0 0
	Vyrag	Return not received.					
	Barsce.....	153	33	100	...	169 13 0	223 11 3

Name of Sub-Division.	Name of Place.	Total Number of Volumes.	Number added during the year.	Number of Members.	Volumes Issued.	Income.			Expenditure.		
1	2	3	4	5	6	7			8		
						Rs.	a.	p.	Rs.	a.	p.
Ahmednuggur Sub-Division.	Ahmednuggur ...	1,552	45	52	275	325	10	0	256	2	6
	Nassick	687	181	64	113	941	2	4	1,927	1	1
	Newase	221	4	52	7	.....	..		.....		
	Yeola	376	10	44	10	197	2	0	185	0	0
Khandeish Sub-Division.	Dhoolia	275	45	33	85	247	8	0	240	0	0
	Bhudgaum	71	1	34	10	185	9	0	153	0	6
	Nandoorbar	103	29	7	...	50	0	0	58	6	6
	Errundole	238	...	46	12	243	0	0	164	10	0
	Parola	45	9	136	26	123	8	0	102	3	6
	Nusserabad.....	89	1	...	...	.....	..		.....		
	Amulneir.....	80	6	35	...	191	0	0	132	8	0
	Mallegaum	218	22	23	28	119	0	0	89	2	3
Sattara Sub-Division.	Sattara	2,122	87	94	1,855	1,034	15	0	1,016	8	9
	Wai	104	130	42	...	185	0	0	362	0	3
	Kurrar.....	732	16	34	74	187	8	0	122	14	3
	Malcolm Peint ...	600	141	103	1,409	727	0	0	702	3	10
	Tasgaum	108	49	6	100	142	4	0	187	6	7
	Wadooz			Abolished.							
	Myni			Ditto.							
	Poosisawlee	19	4	...	...	97	8	0	78	5	6
Ratnagiri Sub-Division.	Ratnagiri	729	65	39	310	605	12	11	630	1	9
	Sawant Wadi	616	62	50	59	1,960	3	10	181	12	11
	Dapuli	43	...	8	90	135	15	0	124	11	6
	Rajapoor	...	20	53	20	227	12	0	210	14	4
Tanna Sub-Division.	Tanna	835	...	85	245	671	8	0	533	5	0
	Callian	223	11	35	202	330	4	8	412	2	1
	Bhewndy.....	194	9	20	20	293	12	6	216	12	3
	Bassin	427	12	47	105	198	0	0	182	2	0
	Penn	52	12	26	86	119	4	0	117	8	6
	Alibag	240	...	27	...	195	0	0	196	8	0
	Chinchnee	179	...	35	...	.....			...	.....	
	Ooran	125	...	125	15	135	0	0	120	0	0
	Panwell	56	...	39	5	223	12	0	239	1	3
	Dahanoo	24	..	12	8	.....	..		42	6	6
	Dahiwalee	112	11	93	15	212	5	3	189	10	0
	Allibag Free Library (supported by Bhow Saheb Biwalkar)	58	...	...	...	.....			81	7	0

B.—*Newly established.*

Name of Sub-Division.	Name of Place.	Total Number of Volumes.	Number added during the year.	Number of Members.	Volumes Issued.	Income.	Expenditure.
1	2	3	4	5	6	7	8
						Rs. a. p.	Rs a. p.
Ratnagiri Sub-Division.	Vingorla	...	58	73	17	1,203 4 0	290 6 10
	Chiploon	...	...	Newly established			.....

The state of the Libraries even in large towns does not appear very flourishing, nor do many volumes leave the rooms. In the smaller towns the prosperity of the Library depends mainly on the support of the Government Officers.

All the Libraries are more valued for the Newspapers they take in than for the few books on the Catalogue.

13.—*Spread of English; according to Locality.*

Number of Schools.	Sub-Division.	Number studying English.		Increase.	Decrease.
		1868-69.	1869-70.		
16	Poona Sub-Division	1,218	1,128	...	90
8	Sattara ditto	472	428	...	44
9	Khandeish ditto	413	491	78	...
10	Ahmednuggur ditto	349	470	121	...
6	Ratnagiri ditto	440	490	50	...
14	Tanna ditto	501	494	...	7
17	Bombay	2,168	2,243	75	...
80	Total.....	5,561	5,744	324	141
	Net Increase.....			183	...

The following Table shows the quality of English required:—

Number of Schools.	Grade of School.	1868-69.	1869-70.	Increase.	Decrease.
5	At High Schools.....	1,616	1,675	59	..
25	At 1st Grade Anglo-Vernacular Schools.	2,669	2,756	87	..
50	At 2nd Grade Anglo-Vernacular Schools.	1,276	1,313	37	..
	Total.....	5,561	5,744	183	..

These Tables refer to Government Schools only. It is satisfactory to note that this year the greatest increase is shown by Higher and not by Lower Schools. It is often a subject of complaint in newspapers that English education is getting too dear for the people; but, as a matter of fact, I have received several applications for schools of a higher grade and with higher rates of fees during the past six months. With a fair proportion of free scholars, and with exhibitions, existing or proposed, every boy who is poor and worth educating has a fair chance.

14. *Number studying Classical Languages :—*

A.—*Sanscrit.*

Number of Schools.	Sub-Division.	Number Studying. 1868-69.	Number Studying. 1869-70.	Increase.	Decrease.
2	Poona Sub-Division.....	108	202	94	...
2	Ahmednuggur ditto	59	136	77	...
2	Khandeish ditto	112	118	6	...
1	Sattara ditto	73	70	...	3
1	Ratnagiri ditto	174	214	40	...
...	Tanna ditto	...	...	...	...
1	Bombay ditto	57	36	...	21
9	Total.....	583	776	217	24
			Net Increase	193	...

B.—*Latin.*

Number of Schools.	Sub-Division.	Number Studying. 1868-69.	Number Studying. 1869-70.	Increase.	Decrease.
1	Poona	78	106	28	...
1	Bombay	63	70	7	...
	Total.....	141	176	35	...

Sanscrit is taught at the five High Schools and at a few of the 1st Grade Anglo-Vernacular Schools. Latin is taught only at the Elphinstone and Poona High Schools.

The increase of Sanscrit is especially satisfactory. It is caused in part by the order making it compulsory in entrance to Government Colleges. Sanscrit Teachers will be given to all Independent Schools as funds are available.

15. *Employment of Educated Natives.*—128 first class certificates of qualification for admission to the lower grades of the public service were granted during the year,—38 by Mr. Draper, and 90 by Mr. Hammick.

Second class certificates were awarded by the Deputy Educational Inspector and Assistant Deputy Educational Inspector, as follows :—

Poona	Sub-Division	119
Ahmednuggur	ditto	53
Khandeish	ditto	91
Sattara	ditto	114
Ratnagiri	ditto	108
Tanna	ditto	59
Bombay	ditto	92

Mr. Wasudeo Gopal Soman, B.A., after acting as Income Tax Collector in Khandeish, was made Mamlutdar in the same Zilla.

16. *Comparative Statement of Grants due according to of Sums actually paid*

No. of Schools.	Name of School.	Average Attendance during 1869-70.	Grant due for 1868-69.			Grant due for 1869-70.			Grants		
									On account of the year 1867-68.		
	High Schools.		Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
	General Assembly's Institution, Bombay	288	1,512	0	0	1,850	0	0	.....		
	Free Church Mission School, Poona	270	3,109	8	0	1,803	8	0	.....		
	Free General Assembly's Institution, Bombay	341	1,091	8	0	1,122	0	0	.....		
	Church Missionary Society's Robert Money School, Bombay	298	1,741	0	0	1,618	0	0	1,174	8	0
	Bombay Scottish Education Society's Fort School	131	1,767	0	0	2,302	0	0	5,153	0	0
	St. Mary's Institution, Bombay	301	2,755	0	0	4,036	0	0	.....		
	Bombay Scottish Orphanage at Mahim	33	1,394	0	0	1,485	0	0	30	0	0
	Total	1,662	13,370	0	0	14,816	8	0	6,357	8	0
	Middle Class Schools.										
	Indo-British Institution Boys' School, Bombay	25	255	0	0	265	0	0	.....		
	Pensioners' Boys' School, Poona	17·2	170	0	0	291	0	0	.....		
	Poona Day or Bishop's School	76·2	586	0	0	1,353	0	0	.....		
	St. Stanislaus's School, Bandora, Bombay	199	848	0	0	874	0	0	.....		
	St. Xavier's School at Cavel, Bombay	307	1,487	0	0	1,861	0	0	.....		
	S. P. G. Egutpoora School	13	125	0	0	132	0	0	.....		
	African Asylum English-teaching School at Sharanpoor	45	318	0	0	133	0	0	.....		
	Ditto ditto Anglo-Vernacular ditto	87	527	0	0	786	8	0	.....		
	St. John's School, Colaba, Bombay	20	Closed.			366	0	0	.....		
	St. Vincent's Boys' School, Poona	108	936	0	0	1,438	0	0	.....		
	Carried forward	897·4	5,252	0	0	7,499	8	0	.....		

* Grants for matriculated students.

Payment by Result for the years 1868-69 *and* 1869-70, *and during those years.*

DRAWN IN 1868-69.		GRANTS DRAWN IN 1869-70.		
On account of the year 1868-69.	TOTAL.	On account of the year 1868-69.	On account of the year 1869-70.	TOTAL
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
.....	.....	1,512 0 0	.....	1,512 0 0
3,109 8 0	3,109 8 0	200 0 0*	1,803 8 0	2,003 8 0
700 0 0	700 0 0	1,091 8 0*	1,122 0 0	2,213 8 0
.....	1,174 8 0	2,041 0 0†	.....	2,041 0 0
.....	5,153 0 0	1,767 0 0	.....	1,767 0 0
2,755 0 0	2,755 0 0	590 0 0*	4,636 0 0	5,226 0 0
.....	30 0 0	1,394 0 0	1,485 0 0	2,879 0 0
6,564 8 0	12,922 0 0	8,595 8 0	9,046 8 0	17,642 0 0
255 0 0	255 0 0	.....	265 0 0	265 0 0
170 0 0	170 0 0	.....	291 0 0	291 0 0
583 0 0	586 0 0	.....	1,353 0 0	1,353 0 0
.....	.....	818 0 0	.....	818 0 0
.....	.....	1,487 0 0	1,861 0 0	3,348 0 0
.....	.....	125 0 0	.....	125 0 0
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
936 0 0	936 0 0	.....	1,438 0 0	1,438 0 0
1,947 0 0	1,947 0 0	2,460 0 0	5,208 0 0	7,668 0 0

† Including Rs. 300 for matriculated students.

No. of Schools.	Name of School.	Average Attendance during 1869-70.	Grant due for 1868-69.	Grant due for 1869-70.	Grants On account of the year 1867-68.
			Rs. a. p.	Rs. a. p.	Rs. a. p.
	Brought forward	897·4	5,252 0 0	7,499 8 0	.....
	Middle Class Schools—contd.				
	Diocesan Boys' and Girls' School, Byculla, Bombay.	64·5	1,112 0 0	816 0 0	.....
	St. Peter's Diocesan School, Mazagon, Bombay.....	16	112 0 0	76 0 0	.....
	Bombay Scottish Education Society's Branch School at Byculla.	Return not received.	Did not exist this year.	376 0 0	.....
	European and Eurasian School at Sholapoor	147	Do.	126 0 0	....
	Total.....	992·6	6,476 0 0	8,893 8 0	....
	Primary Schools.				
	Free Church Mission Vernacular School, Camp Poona	70	128 2 0	114 8 0	.....
	Church Missionary Society's Vernacular School, Malligaum.	Return not received.	96 0 0	111 2 0	.....
	Ditto, Paidhooni.....	49	51 4 0	86 14 0	.....
	Ditto, Matoonga.....	32	40 4 0	37 10 0	.....
	Ditto, Malabar Hill	25	30 8 0	18 0 0	.....
	Ditto, Khetwadi.....	37	50 0 0	38 0 0	.....
	Ditto, Sharanpoor	80	171 14 0	115 6 0	... .
	General Assembly's Vernacular School, Bombay	.....	84 4 0	Closed.	.....
	Church Missionary Society's Vernacular School, Makhmalabad	.....	52 8 0	Ditto.	.....
	Robert Money Institution Vernacular School.....	.....	Closed.	Ditto.	39 4 0
	Total.....	293	654 12 0	471 8 0	39 4 0
	Female Schools.				
	Indo-British Institution Girls' School, Bombay ...	23	285 0 0	266 0 0	.....
	Convent School, Poona	171	1,439 0 0	1,308 0 0	....
	St. Joseph's Girls' School at Cavel, Bombay	67	31 90 0	446 0 0	.....
	Carried forward... ..	261	2,043 0 0	2,020 0 0	.....

DRAWN IN 1868-69.		GRANTS DRAWN IN 1869-70.		
On account of the year 1868-69.	TOTAL.	On account of the year 1868-69.	On account of the year 1869-70.	TOTAL.
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
1,947 0 0	1,947 0 0	2,460 0 0	5,208 0 0	7,668 0 0
.....	.....	1,112 0 0	.....	1,112 0 0
.....	.....	112 0 0	.....	112 0 0
.....	.....	.....	.....	.....
.....	.....	.....	126 0 0	126 0 0
1,947 0 0	1,947 0 0	3,684 0 0	5,334 0 0	9,018 0 0
128 2 0	128 2 0	.....	114 8 0	114 8 0
96 0 0	96 0 0	.....	.....	.....
.....	.....	51 4 0	.....	51 4 0
.....	.....	40 4 0	.....	40 4 0
.....	.....	30 8 0	.....	30 8 0
.....	.....	50 0 0	.....	50 0 0
.....	.....	.....	.....	.....
.....	.....	34 4 0	.....	34 4 0
.....	.....	.....	.....	.....
.....	39 4 0	.....	.....	.....
224 2 0	263 6 0	206 4 0	114 8 0	320 12 0
285 0 0	285 0 0	.....	266 0 0	266 0 0
1,439 0 0	1,439 0 0	.....	1,308 0 0	1,308 0 0
319 0 0	319 0 0	.....	.....	.....
2,043 0 0	2,043 0 0	.....	1,574 0 0	1,574 0 0

11 A pi

No. of Schools.	Name of School.	Average Attendance during 1869-70.	Grant due for 1868-69.	Grant due for 1869-70.	Grants On account of the year 1867-68.
			Rs. a. p.	Rs. a. p.	Rs. a. p.
	Brought forward.....	261	2,043 0 0	2,020 0 0	.....
	Female Schools—contd.				
	Poona Bishop's Girls' School	20·8	356 0 0	309 0 0	.....
	Free Church Mission Anglo-Vernacular School, Camp Poona	48	340 0 0	255 0 0	.....
	Ditto ditto Vernacular School, Aditwar Pait, Poona	75	115 0 0	119 12 0	.....
	St. Vincent's Native Female Orphanage at Bandora ...	77	Did not exist.	531 0 0	.....
		481·8	2,854 0 0	3,234 12 0	.....
	Total.....	3,429·4	23,354 12 0	27,416 4 4	6,396 12 0

Drawn in 1868-69.		Grants drawn in 1869-70.		
On account of the year 1868-69.	Total.	On account of the year 1869-69.	On account of the year 1869-70.	Total.
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
2,043 0 0	2,043 0 0	.....	1,574 0 0	1,574 0 0
356 0 0	356 0 0	.....	309 0 0	309 0 0
340 0 0	340 0 0	.....	255 0 0	255 0 0
115 0 0	115 0 0	.....	119 12 0	119 12 0
.....	.....	.....	.....	.....
2,854 0 0	2,854 0 0	.....	2,257 12 0	2,257 12 0
11,589 10 0	17,986 6 0	12,435 12 0	16,752 12 0	29,238 8 0

The special capitation allowance to the African Asylum at Sharanpoor is additional.

There are other large Private Schools, besides those examined, in Bombay and Poona: such are the Fort Proprietary and Baba Goklay's Schools.

17. *Table of different Castes under Instruction.*

A.—*Government.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Mahomedans.	Parsees.	Others.	Total.
High Schools	810	2	393	25	405	40	1,675
1st Grade Anglo-Vernacular Schools	1,348	147	640	67	489	65	2,756
2nd Grade Anglo-Vernacular Schools	2,818	748	2,565	535	257	117	7,040
Primary Schools	17,654	12,899	21,225	3,641	636	366	56,421
Female Schools	269	174	578	47	8	16	1,092
Normal Schools	7	3	4	.....	3	.....	17
Special Schools	58	1	2	.....	.....	.....	61
Police and Jail Schools...	Detail not known.						
Total	22,964	13,974	25,407	4,315	1,798	604	69,062

B.—*In Private Schools, Aided or under Inspection.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Mahomedans.	Parsees.	Others.	Total.
High Schools	496	44	549	72	509	769	2,439
Middle Class Schools	244	78	140	72	656	1,256	2,441
Primary Schools	408	38	444	57	...	289	1,236
Female Schools	77	66	113	17	821	609	1,703
Special Schools	1	12	31	37	7	6	94
Total	1,226	233	1,277	255	1,993	2,929	7,913

I have no means of ascertaining how many, returned as *other Hindoos*, are of low caste. But the number is very small. There is one Low Caste School at Nuggur; and low caste boys, according to rule, are admitted into Government Schools when clean in person and habits. But low caste boys have hitherto seldom sought education.

A collision with caste prejudices occurred some months back by the admission of a Mahar boy into the Julgaum School, Khandeish. Nearly all the high caste boys left the school, and it remains to be seen whether the school will be closed or the boys will return.

18. *Statement of the Number of Children of Cess-payers attending the 2nd Grade Anglo-Vernacular and Vernacular Schools.*

Sub-Division.	At 2nd Grade Anglo-Vernacular Schools.	At Vernacular Schools.	Total.
Poona Sub-Division	246	4,355	4,601
Ahmednuggur ditto	172	4,414	4,586
Khandeish ditto	772	9,674	10,446
Sattara ditto	233	4,961	5,194
Ratnagiri ditto	5	1,662	1,667
Tanna ditto	821	6,720	7,541
Bombay { Marathi Schools .	60	157	217
Bombay { Gujarathi ditto...	.....	.....	.....
Peint States.....	.....	6	6
Total.....	2,312	31,949	34,261

The total shows an increase of 5,047 over last year's numbers.

Taking the whole Division, the number of children of cess-payers at Primary Schools (including Girls' Schools) is more than one-half of the whole number of children attending the schools. At 2nd Grade Anglo-Vernacular Schools nearly one-third of the pupils are children of cess-payers. The exact proportion of each Collectorate will be seen from the following Table:—

Sub-Division.	2nd Grade Anglo-Vernacular Schools.			Primary and Female Schools.		
	Total Number on Rolls.	Total Cess-payers.	Proportion per Cent.	Total Number on Rolls.	Total Cess-payers.	Proportion per Cent.
Poona Sub-Division	1,325	246	·19	9,403	4,355	·46
Sattara ditto	552	233	·42	7,229	4,961	·69
Khandeish ditto	1,474	772	·52	13,787	9,674	·70
Ahmednuggur Sub-Division	929	172	·19	10,541	4,414	·42
Peint States	...	...	...	378	6	·02
Tanna Sub-Division	1,242	824	·66	8,751	6,720	·77
Ratnagiri ditto	335	5	·01	5,837	1,662	·28
Bombay ditto { Marathi.	439	60	·05	958	157	·10
Bombay ditto { Gujarathi.	744	...	·05	629	.....	·10
Total.....	7,040	2,312	·33	57,513	31,949	·56

The cess, as stated before, is now everywhere levied, except in the Island of Bombay.

On your requisition the Justices consented to grant a sum of Rs. 10,000 as a beginning, if a short Act were passed to legalise the vote.

The grant will be available during the current year, and proposals for its outlay will be submitted.

The number of Government Primary Schools in Bombay now existing is 25. Of these, 10 are Gujarathi, 14 Marathi and Hindoostanee. The number of pupils is 600 for Gujarathi, 958 Marathi, and 29 Hindoostani, out of a population reckoned at nearly a million.

The fees levied are much higher than any levied in the Mofussil, rising from 4 annas to 8 annas, according to the position of the school and means of the parents.

The expenses of the schools came to about Rs. 1,411-8-0 per mensem. To meet this there is a Government contribution of Rs. 428, fee collection amount to about Rs. 600, the deficit charged on the General Fee Fund is Rs. 383-8-0 per mensem. The General Fee Fund formerly took in the fees of schools—English or Vernacular—not supported by the cess. The largest contribu-

tions have always been made by English * Schools in Bombay enjoying a direct grant from Government. Now that the cess is universal, the English Schools of the Division will alone support the Bombay Primary Schools.

19. *Cost per head of Instruction to Government.*

	Cost per head of Pupils in Average Daily Attendance.
	Rs. a. p.
GOVERNMENT INSTITUTIONS.	
(a) General... Colleges	† 320 8 6
(a) General... High Schools	43 11 8
(a) General... Middle Class Schools	5 1 6
(a) General... Lower Class Schools	2 2 7
(b) Special	‡ 263 1 2
(c) Female	4 4 1
PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT.	
A.—*On the System of Payment for Results.*	
(a) General... College	.....
(a) General... High Schools	10 8 2
(a) General... Middle Class Schools	8 7 3
(a) General... Lower Class Schools	0 6 3
(b) Special	.....
(c) Female	4 9 2
B.—*Not on the System of Payment for Results.*	
(a) General... Colleges	.....
(a) General... High Schools	3 10 2
(a) General... Middle Class Schools	§ 52 10 4
(a) General... Lower Class Schools	3 15 7
(b) Special	46 2 5
(c) Female	2 3 4

* Elphinstone High School excepted, which has a special fund.

† This calculation is for the Elphinstone and Deccan Colleges only.

‡ Ditto for Poona Engineering College, Grant Medical College, Poona Training College, and Law Class.

§ The Grant to the Bombay Education Society is included.

20. The average monthly rates of fees levied in the Central Division are as follows:—

Government Schools.	Rs.	a.	p.
High Schools	1	10	7
Middle Class Schools	0	7	1
Primary Schools	0	1	2
Aided and Inspected Schools.			
* High Schools	1	1	7
† Middle Class Schools	0	12	8
‡ Primary Schools	0	3	9

21. *Minor Chiefs.*—The Poona City School No. I. was attended during the year by Toolajee Roji and Sumbhajee Roji Bhosale, relations of the Raja of Akulkote, and by Khanderow Baboorao Dabhade of Tullegaum,—all studying under the 2nd Anglo-Vernacular Standard. The second is regular; but the Master complains of the others, and thinks that the tutors of all three might do more in enforcing industry. Mr. Hammick, however, reports well of the progress made by the second. The Nuggur Deputy reports well of 7 minors of rank attending Government Schools, but complains of the idleness of a fourth, whom he does not name. The Khandeish Deputy reports that the Raja Futising of the Dang country is again attending a Government School. The Jahagirdars in the Sattara District have, I believe, turors for their children. Mulharao, Chief of Jowar, was examined by the Agent for the Sirdars and Mr. Oxenham, and a new tutor has been appointed.

22. *Physical Education.*—The Gymnasium at Dhoolia for the English Schools is found useful, and is self-supporting. A Master on Rs. 15 has been provided for the Gymnasium at the Poona Training College. The Poona High School is still unprovided for. The Poona Camp School supports a small Gymnasium; another has

* Not including the Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution, which is a Charitable School. Including the large Missionary Institution which matriculate boys at the University.

† Exclusive of Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution Schools, the Bombay Education Society's Schools, and the Indo-British Institution.

‡ Exclusive of Charitable Schools and those for which no returns have been received.

been started at Bassein English School. The Master of Sholapoor asks for some assistance towards a play-ground.

23. *Boarding-house.*—The Poona Boarding-house is most useful; at Dhoolia and Ratnagiri similar institutions are needed. A small one at Alibag was lately opened by Mr. Sheppard.

24. The only other point to be noticed is the investment of Reserves. In Ratnagiri, Khandeish, Ahmednuggur, and Nassick Collectorates, 10 per cent. has been entered in the Budgets for investment, the interest to be devoted to Scholarships open to cess-payers. Owing to the late collection of cess a large sum cannot be safely invested, as a large balance is required to meet charges for the first months of the official year. Reserves accumulated, when possible, according to the orders of Government, have hitherto been allowed to be idle. But in no case has the Reserve against Contingencies amounted to one year's income, so as to allow of a large investment.

25. In conclusion, I would mention that the change in the system of accounts has been a burden instead of relief to my office. The new rules were not understood at first, and in November last, when I received charge, not a single item of actual expenditure and receipts had been received in my office for the past 8½ months.

The collection of these accounts has been a great trouble to the Treasury Officers: the pressure on my own Clerks has been most severe. Even now the system is understood the work is not less than it was before, while subordinate Educational Officers find their office work increased. The Treasury Officers also lose by the change.

26. My acknowledgments are due to all members of the Services and Native gentlemen for the cordial assistance they are always ready to give. The Deputies also receive much aid from Local Officers. All my Deputies have worked hard during the year, and I am especially glad to see that the services of the Ahmednuggur Deputy have been rewarded with the title of Rao Saheb.

I have the honour to be,

Sir,

Your most obedient Servant,

K. M. CHATFIELD,

Acting Educational Inspector, C. D.

A 2.

REPORT BY T. B. CURTIS, Esq., EDUCATIONAL INSPECTOR, NORTHERN DIVISION, FOR 1869-70.

No. 517 of 1870-71.

Camp Balsar, 6th June 1870.

To J. B. Peile, Esquire,

Director of Public Instruction, Bombay.

Sir,—I have the honour to submit the Annual Report on the state and progress of Education in the Northern Division for the Official year ending the 31st March 1870.

1. This Division comprises all the Collectorates and Agencies in the Province of Gujarat, and, in the absence of fresh statistics, the area and population may be considered the same as given in Mr. Hope's Report for 1855-56, as under:—

Name of Collectorate or State.	Area in square miles.	Population.
Surat Collectorate	1,548	496,744
Broach ditto	1,351	290,984
Kaira ditto	1,375	580,631
Ahmedabad ditto	4,437	658,569
Kattiawar Agency	20,000	1,475,685
Pahlanpur ditto	6,041	321,645
Mahi Kanta ditto	5,000	311,046
Rewa Kanta Agency (including the Punch Mahals)	15,136	500,782
Surat Agency	Unknown.	47,000
	54,888	4,683,086

2. From the 1st April to the 4th December Dr. Bühler had charge of the Division. On the 6th December I resumed charge of it.

With the exception of the appointment of Mr. Dolatram Maniram Bhachich as an additional Sub-Deputy Educational Inspector in the Kattiawar Sub-Division, no changes have been made in the Subordinate Inspecting Staff.

Mr. K. T. Best, B.A., Head Master of the Surat High School, was appointed Acting Head Master of the Ahmedabad High School in succession to Mr. Dallas Hill, M.A., who, on the 6th February last, left for England on medical certificate.

Mr. Ambalal Sakerlal Desai, M.A., LL.B., succeeded Mr. Best at Surat, consequent on the amalgamation of the Surat Training School with the Ahmedabad Training College. Mr. Navalram Luxmiram Pandya, Head Master of the former, was appointed Vice-Principal of the latter Institution.

3. The Expenditure from Imperial and Local Funds has been :—

	Imperial.			Local.		
A.—*Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.
Inspection and Subsidiary Charges.	23,368	6	9	9,829	13	1
Instruction; *i.e.*, Ordinary Expenses of Schools	94,406	13	4	2,56,982	11	4
Buildings	.....			31,188	0	0
B.—*General Expenditure.*						
Extra Divisional Charges which have passed through the Inspector's hands	.....			.....		
Translation Department.....	1,972	2	8	.....		
Special Allowance for purchase of Sanskrit Manuscripts and Travelling Allowance to Dr. G. Bühler.....	1,600	0	0	.....		
Colleges, Law Schools, &c.....	10,313	2	5	1,983	1	7
Total.....	1,31,660	9	2	3,00,283	10	0
Grand Total.....	4,31,944	3	2			

4. The Expenditure during the previous year was :—

	Imperial.			Local.		
A.—*Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.
Inspection and Subsidiary Charges.	28,635	11	7	9,060	12	4
Instruction; *i.e.*, Ordinary Expenses of Schools	85,456	6	7	2,30,927	9	10
Buildings	1,000	0	0	27,700	2	4
B.—*General Expenditure.*						
Translation Department	1,916	7	0	.....		
Special Allowance for purchase of Sanskrit Manuscripts and Travelling Allowance to Dr. G. Bühler	1,350	0	0	.....		
Encouragement of Literature.....	565	0	0	.....		
Colleges, Law Schools, &c.....	2,958	5	5	3,997	4	1
Total.....	1,21,881	14	7	2,71,685	12	7
Grand Total.....	3,93,567	11	2			

Remarks.—A decrease of Rs. 5,267-4-10 from Imperial Funds under the head of Inspection, and an increase of Rs. 7,354-13-0 under the head of Colleges, &c., is owing to Dr. Bühler's salary being chiefly debited to the latter head.

An increase of Rs. 9,050-6-9 from Imperial Funds on Instruction is due to grain compensation being drawn during a portion of the year and additional grants-in-aid.

The increase of Rs. 26,055-1-6 on Instruction from Local Funds is owing to new schools having been opened, and Inspected Schools and their funds (as in Kattiawar) being placed under Departmental management.

The total Income of the Department during the year was :—

	Rs.	a.	p.
Imperial.			
Sanctioned Budget Grant	1,26,395	0	0
Local.			
Local Cess.....	2,12,968	4	6
Kattiawar and other Local Funds...	65,818	4	9
School Fees	42,831	14	7
Municipal Contributions	8,692	7	5
Popular Contributions	7,896	3	6
Rupees.....	4,64,602	2	9

5. *Particulars of Expenditure from Local Funds.*

(a) Comparison of Total Expenditure in each Collectorate with that of the previous year.

Collectorate or District.	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Surat.....	67,641 3 8	71,352 2 11	13,710 15 3	.....
Broach	29,128 10 7	48,406 6 1	19,277 11 6	.....
Kaira.....	49,571 10 11	52,963 2 5	3,591 7 6	.....
Ahmedabad	68,704 4 3	54,304 9 6	.....	14,399 10 9
Punch Mahals and Rewa Kanta...	9,516 7 4	10,129 4 6	612 13 2	.....
Kattiawar	57,123 7 10	63,128 0 7	6,004 8 9	.....
	2,71,685 12 7	3,00,283 10 0	42,997 8 2	14,399 10 9
		Net Increase...	28,597 13 5	

(b) *Analysis of Expenditure from Local Funds for* 1869-70.

Collectorate.	School Fees.	Educational Cess.	Popular Contributions.	Municipal Funds.	Contribution for School Buildings and Repairs.	Rewa Kanta Educational Fund.	Kattiawar Educational Fund.	Gujarat Provincial College and other Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Surat Collectorate.....	5,577 10 1	60,822 3 9	.....	3,714 15 5	.....	.....	.....	1,237 5 8	71,352 2 11
Broach ditto	.....	48,406 6 1	.....	.....	.....	.....	.....	.....	48,406 6 1
Kaira ditto	1,330 7 11	51,632 10 0	.....	.....	.....	.....	.....	.....	52,963 2 5
Ahmedabad ditto	3,278 12 11	42,535 10 8	2,235 0 0	4,272 0 4	.....	.....	.....	1,983 1 7	54,304 9 6
Punch Mahals and Rewa Kanta.....	634 11 0	8,334 12 9	.....	.....	.....	1,159 12 9	.....	.....	10,129 4 6
Kattiawar	1,389 5 0	.....	.....	.....	.....	.....	61,738 11 7	.....	63,128 0 7
Total....	12,210 14 11*	2,11,731 11 6	2,235 0 0	7,986 15 9	.....	1,159 12 9	61,738 11 7	3,220 7 3	3,00,283 10 0

* Exclusive of Rs. 26,927-9-10 transferred to Educational Cess and Kattiawar Educational Pension Fund.

(c) *Expenditure of Educational Cess.*

Local Cess District Committees.	Inspection.	Higher Class Schools.	Middle Class Schools.	Lower Class Schools.	Training of Masters.	School Buildings and Repairs.	Scholarships, Books, Furniture, Prizes, &c.	Total.
	Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Surat	650 8 1	.....	1,788 0 0	34,391 9 7	2,692 2 1	17,151 0 0	4,149 0 0	60,822 3 9
Broach.....	1,198 15 9	.....	6,276 14 9	26,704 7 7	2,400 0 0	7,900 0 0	3,926 0 0	48,406 6 1
Kaira	510 10 3	.....	6,482 9 2	33,982 5 7	600 0 0	7,385 1 6	2,672 0 0	51,632 10 6
Ahmedabad	633 1 6	.....	1,617 0 0	29,690 9 2	820 0 0	6,290 0 0	3,485 0 0	42,535 10 8
Panch Mahals.....	.....	.....	276 0 0	7,508 12 9	.....	200 0 0	350 0 0	8,334 12 9
Total	2,993 3 7	.....	16,440 7 11	1,32,277 12 8	6,512 2 1	38,926 1 6	14,582 0 0	2,11,731 11 9

(*d*) *Expenditure of School Fees.*

Sub-Division.	Salaries.	Prizes.	Servants.	Contingencies, &c.	Transferred to Educational Cess.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Surat Sub-Division	3,676 2 1	.....	281 8 0	1,620 0 0	3,926 1 6	9,503 11 7
Broach ditto	.....	.....	.....	.....	4,076 2 0	4,076 2 0
Kaira ditto	1,190 7 11	.....	80 0 0	60 0 0	6,428 9 6	7,759 1 5
Ahmedabad ditto	2,226 2 11	.....	272 10 0	780 0 0	6,096 10 9	9,375 7 8
Rewa Kanta and Punch Mahals ditto...	*384 0 0	33 8 0	*77 3 0	*140 0 0	1,395 2 0	2,029 13 0
Kattiawar ditto	.....	212 9 0	.....	1,176 12 0	†5,065 0 1	6,394 5 1
Total.....	7,476 12 11	246 1 0	711 5 0	3,776 12 0	26,927 9 10	39,138 8 9

* Expended on Camp Baroda School.

† To Kattiawar Educational Fund.

6. *Comparative Table of Receipts from Fees under different Grades of Schools in each Sub-Division.*

Sub-Division.	1868-69. High Schools.	Middle Class Schools.	Lower Class. Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.	1869-70. High Schools.	Middle Class Schools.	Lower Class. Schools.	Female Schools.	Normal Schools.	Special Schools.	Total.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	..	Rs. a. p.	..	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	..	Rs. a. p.	..	Rs. a. p.	Rs. a. p.	Rs. a. p.
Surat Sub-Div.	2,583 4 0	2,402 4 6	3,978 4 6	..	14 14 1	..	9,278 11 1	3,344 11 10	2,317 8 6	4,043 1 0	..	29 0 0	..	9,734 0 4	455 5 3	....
Broach ditto..	....	2,111 11 6	1,856 10 6	..	....	..	3,968 6 0	....	1,712 4 6	2,363 13 6	..	....	..	4,076 2 0	107 12 0	....
Ahmedabad do.	2,109 0 0	3,444 9 6	4,179 0 6	..	16 7 6	..	9,749 1 6	1,800 6 3	2,912 4 0	5,024 7 3	..	22 14 0	..	9,759 15 6	10 14 0	....
Kaira ditto..	....	3,103 10 6	4,417 13 0	..	....	..	7,521 7 6	....	2,139 9 0	5,119 0 0	..	....	..	7,258 9 6	....	262 14 0
Rewa Kanta ditto	....	1,228 2 0	2,589 14 0	..	....	..	3,818 0 0	....	804 3 0	2,474 7 0	..	....	..	3,368 10 0	....	449 6 0
Kattiawar do.	525 8 0	935 0 7	6,121 13 2	..	14 3 3	..	7,596 4 0	609 1 9	581 11 6	7,428 5 0	..	15 7 0	..	8,634 9 3	1,038 5 3	....
Total....	5,517 7 0	13,225 6 7	23,143 7 8	..	45 8 10	..	41,931 14 1	5,754 3 10	10,557 4 0	26,453 1 9	..	67 5 0	..	42,831 14 7	1,613 4 6	712 4 0
														Net Increase..Rs.	900 0 0	

7. (*a*) The expenditure during the year from Private Funds on Aided and Inspected Schools was :—

	Rs.	a.	p.
Instruction ; *i.e.*, Ordinary Expenses of Schools.	69,762	11	7
Buildings.....	56,516	15	9
Total.....	1,26,279	11	4

The details of this Private Expenditure are :—

No. of Schools.	AIDED SCHOOLS.	Rs.	a.	p.
	1st Grade Anglo-Vernacular Schools.			
1	Presbyterian Mission, Surat	6,370	10	9
1	Ditto ditto Ahmedabad	6,185	1	1
1	Framji Motabhai, Surat	148	8	0
	Vernacular Boys' Schools.			
3	Presbyterian Mission, Surat	1,077	9	0
2	Ditto ditto Ahmedabad.....	460	0	0
2	Ditto ditto Gogo	402	0	6
1	Ditto ditto Rajkote	322	0	0
1	Narawanji Punjiaji, Surat	152	14	3
1	Dinsha Dosabhai, Surat	199	10	8
	Vernacular Girls' Schools.			
1	Presbyterian Mission, Surat	186	8	0
1	Narawanji Punjiaji, Surat	30	12	9
1	Dinsha Dosabhai, Surat	23	2	0
2	Roychand Dipchand, Surat..	811	15	3
1	Rao Bahadur Maganbhai, Ahmedabad..	2,505	10	5
	Total ...	18,876	9	8

	Rs.	a.	p.
Inspected Schools.			
1st Grade Anglo-Vernacular Schools.			
Kavasji Jahangirji, Nowsari	3,630	10	0
Ditto Gandevi	1,993	13	9
Parsi Panchayat, Surat	2,619	6	0
Rastamji Jamsedji, Damaon	1,375	0	0
2nd Grade Anglo-Vernacular Schools.			
Junaghar	1,575	0	10
Pahlunpur	595	9	2
Vernacular Boys' Schools.			
Nowsari	771	13	3
Gandevi	384	0	0
Damaon	120	0	0
Parsi Panchayat in Northern Division.	2,920	2	6
Kattiawar Agency	11,749	0	2
Mahi Kanta Agency	4,851	1	5
Rewa Kanta Agency	9,499	10	3
Pahlunpur Agency	1,265	5	0
Vernacular Girls' Schools.			
Kattiawar Agency	3,895	11	4
Rewa Kanta Agency	626	15	3
Nek Namdar Shethani Harkuvarbai, Ahmedabad	498	1	0
Parsi Panchayat in Northern Division.	2,262	14	0
Nowsari	159	0	0
Total	50,886	1	11
Grand Total	69,762	11	7
Buildings.			
Kattiawar	50,136	13	10
Mahi Kanta	2,305	0	0
Rewa Kanta	4,075	1	11
Total	56,516	15	9

(b) Objects of Expenditure on Instruction.

1	From Imperial Funds. 2	From Local Funds. 3	TOTAL. 4
	Rs. a. p.	Rs. a. p.	Rs. a. p.
GOVERNMENT INSTITUTIONS.			
(a) General. Colleges affiliated to the University	*6,590 5 2	.....	6,590 5 2
Colleges not affiliated to the University	3,722 13 3	1,983 1 7	5,705 14 10
High Schools.			
Ahmedabad	10,771 3 7	4,223 8 4	14,994 11 11
Surat	12,437 0 0	4,044 8 11	16,481 8 11
Rajkote	.....	7,219 14 11	7,219 14 11
Middle Class Schools.			
1st Grade Anglo-Vernacular Schools	11,245 3 9	22,274 4 5	33,519 8 2
2nd ditto ditto	6,028 11 7	16,526 13 2	22,555 8 9
Lower Class Schools	39,626 3 8	1,79,546 1 6	2,19,172 5 2
(b) Special—*Normal Schools.*			
Ahmedabad	6,026 6 2	1,420 0 0	7,446 6 2
Surat	418 2 10	5,092 2 1	5,510 4 11
Rajkote	.....	3,883 13 9	3,883 13 9
(c) Female Schools	3,001 5 9	12,751 8 3	15,752 14 0
Total	99,867 7 9	2,58,965 12 11	3,58,833 4 8
PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT. *On the System of Payment for Results.* *Middle Class Schools.*			
1st Grade Anglo-Vernacular Schools	3,424 0 0	.....	3,424 0 0
Lower Class Schools	628 4 0	.....	628 4 0
Female Schools	800 4 0	.....	800 4 0
Total	4,852 8 0	.....	4,852 8 0
Translation Department	1,972 2 8	.....	1,972 2 8
Buildings	.....	31,488 0 0	31,488 0 0
Special Allowance for purchase of Sanscrit Manuscripts and Travelling Allowance to Dr. G. Buhler	1,600 0 0	.....	1,600 0 0
Total	3,572 2 8	31,488 0 0	35,060 2 8
Grand Total	1,08,292 2 5	2,90,453 12 11	3,98,745 15 4

* Dr. Buhler's salary as Professor of Oriental Language in the Elphinstone College, Bombay.

8. *Results of Expenditure.*

(*a*) On Inspection-work, as shown by the number of Schools and Scholars examined : —

By whom examined.	Class of School	Number of Schools in Sub-Division.	Number of separate Schools examined.	Government Schools.			Remarks.
				Number of Boys presented for examination at first examination.	Number of second examinations of same School.	Number of Boys presented at second examination.	
Educational Inspector, Northern Division.	High Schools	...	2	394	...	...	
	1st Class Anglo-Vernacular Schools...	...	9	740	...	...	
	2nd ditto.....	...	3	71	...	...	
	Primary Schools ...	...	40	1,180	...	...	
	Female Schools.....	...	9	103	...	...	
	Total	...	63	2,484	...	...	
Deputy Educational Inspector, Surat Sub-Division.	1st Grade Anglo-Vernacular Schools	5	1	42	...	...	
	2nd ditto	6	6	517	...	...	
	Lower Class Schools.	139	92	2,275	...	...	
	Female Schools.....	18	13	193	1	8	
	Total	168	112	3,027	1	8	
Assistant Educational Inspector in charge Branch.	2nd Grade Anglo-Vernacular Schools	3	3	183	...	...	
	Lower Class Schools.	88	88	1,766	7	110	
	Female Schools ...	7	7	71	1	14	
	Total...	98	98	2,020	8	124	
Deputy Educational Inspector, Ahmedabad Sub-Division.	2nd Grade Anglo-Vernacular Schools	5	4	433	...	...	
	Lower Class Schools.	99	95	3,273	5	179	
	Female Schools .	17	16	198	...	...	
	Total	121	115	3,701	5	179	
Deputy Educational Inspector, Kaira Sub-Division.	2nd Grade Anglo-Vernacular Schools	4	5*	207	..	.	* One afterwards closed
	Lower Class Schools	109	101	4,097	..	...	
	Female Schools ...	14	13	85	...	..	
	Total	127	119	4,319	...	...	

By whom examined.	Class of School.	Number of Schools in Sub-Division.	Number of separate Schools examined.	GOVERNMENT SCHOOLS. Number of Boys presented for examination at first examination.	Number of second examinations of same School.	Number of Boys presented at second examination.	REMARKS.
Assistant Deputy Educational Inspector, Punch Mahals and Rewa Kanta Sub-Division.	2nd Grade Anglo-Vernacular Schools	4	4	282	1	15	
	Lower Class Schools	75	60	1,555	16	704	
	Female Schools	10	8	112	4	63	
	Total	89	72	1,949	21	842	
Deputy Educational Inspector, Kattiawar Sub-Division.	2nd Grade Anglo-Vernacular Schools	2	2	62	...	...	
	Lower Class Schools	174	45	2,240	1	23	
	Female Schools	9	3	35	...	...	
	Training Schools	1	1	30	1	19	
Sub-Deputy Educational Inspector, Kattiawar Sub-Division.	Lower Class Schools	...	74	2,195	...	...	
	Female Schools	...	7	27	...	...	
	Total	...	132	4,509	2	42	
	Grand Total	...	711	22,188	37	1,195	
				PRIVATE AIDED SCHOOLS.			
Educational Inspector, Northern Division.	First Grade Anglo-Vernacular Schools	...	3	413	...	...	
	Lower Class Schools	...	8	257	...	...	
	Female Schools	...	5	139	...	...	
	Total	...	16	809	...	...	
Deputy Educational Inspector, Surat Sub-Division.	Lower Class Schools	7	2	127	...	...	
	Female Schools	5	2	73	...	...	
	Total	12	4	200	...	...	
Deputy Educational Inspector, Kattiawar Sub-Division.	Lower Class School	1	1	15	...	...	
Deputy Educational Inspector, Ahmedabad Sub-Division.	Lower Class Schools	1	3	63	...	...	
	Female Schools	2	...	...	...	...	
	Total	6	3	92	...	...	
	Grand Total	...	24	1,086	...	...	

By whom examined.	Class of School.	Number of Schools in Sub-Division.	Number of separate Schools examined.	Private Institutions under Inspection only.			Remarks.
				Number of Boys presented for examination at the first examination.	Number of second examinations of same School.	Number of Boys presented at second examination.	
Educational Inspector, Northern, Division.	1st Class Anglo-Vernacular Schools.	...	1	95	...	...	
Deputy Educational Inspector, Surat Sub-Division.	Lower Class Schools.	4	2	84	...	...	
	Female Schools ...	1	1	34	...	...	
	Total	5	3	118	...	...	
Deputy Educational Inspector, Kattiawar Sub-Division.	2nd Grade Anglo-Vernacular Schools	1	1	9	...	...	
	Lower Class	24	22	404	...	...	
	Female Schools ...	26	12	69	...	...	
	Total	51	35	482	...	...	
Sub-Deputy Educational Inspector.	Lower Class	...	25	422	...	...	
	Female Schools. ...	...	11	66	...	...	
	Total	...	36	488	...	...	
Deputy Educational Inspector, Ahmedabad Sub-Division..	2nd Grade Anglo-Vernacular Schools.	1	1	40	...	...	
	Lower Class Schools	15	14	311	...	...	
	Female Schools ...	2	1	3	...	...	
	Total	18	16	354	...	...	
	Grand Total	...	91	1,037	...	...	

(*b*) On Instruction, showing number of Schools, Scholars, and Average Daily Attendance in all grades :—

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
I.—GOVERNMENT INSTITUTIONS.				
At Colleges not affiliated. (*Endowed*).				
Gujarat Provincial College, Ahmedabad	1	36·8	25·0	·67
At Higher Class Schools.				
Imperial.				
Ahmedabad High School	1	196·5	163·5	·83
Surat ditto	1	283·3	251·3	·88
(*Foreign*).				
Rajkote High School	1	103·1	90·3	·87
Total	3	528·9	505·4	·87
At Middle Class Schools.				
1st Grade Anglo-Vernacular Schools.				
(*Imperial*).				
Branch	1	200·1	160·3	·80
Nariad	1	129·0	111·2	·86
Kaira	1	89·9	72·7	·81
Camp Baroda	1	51·5	36·5	·71
Camp Deesa	1	42·7	36·2	·85
Ahmedabad Branch School, No. I.	1	133·7	116·3	·87
Ditto ditto „ II.	1	121·3	95·5	·77
Gopipura ditto Surat „ I.	1	146·8	118·9	·81
(*Endowed*).				
Balsar	1	80·2	61·7	·77
Nowsari	1	67·6	55·8	·83
Parsi Panchayat, Surat	1	141·3	115·0	·81
(*Vernacular Grant*).				
Haripura Branch School, No. II., Surat	1	75·7	59·4	·78
(*Foreign*).				
Bhownagar	1	121·0	94·0	·78
Rajkoté Branch School	1	112·9	97·9	·87
Total	11	1,526·7	1,231·1	·81

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
I.—GOVERNMENT INSTITUTIONS —*continued.*				
2nd Class Anglo-Vernacular Schools.				
From Vernacular Grant.....	19	2,237·1	1,640·8	·73
Foreign.....	5	532·1	385·6	·72
Total.....	24	2,769·2	2,026·4	·73
Total 1st & 2nd Grade Schools...	38	4,295·9	3,257·8	·76
At Schools of the Lower Class.				
Vernacular and Primary Schools.	685	42,674·1	32,472·9	·76
At Female Schools.				
Surat Sub-Division.....	18	823·7	511·8	·62
Ahmedabad ditto	17	670·1	395·1	·59
Kaira ditto	14	606·8	359·7	·59
Rewa Kanta ditto	10	398·6	187·6	·47
Broach ditto	7	330·2	174·3	·53
Kattiawar ditto	9	383·7	210·6	·55
Total.....	75	3,213·1	1,839·1	·57
At Normal Colleges or Schools.				
Ahmedabad Training College ...	1	60·6	41·0	·68
Rajkote Training School.....	1	38·8	34·2	·88
Total.....	2	99·4	75·2	·76
Total of Government Schools.	804	50,902·2	38,175·4	·74
II.—PRIVATE AIDED INSTITUTIONS.				
A.—*On the System of Payment for Results.*				
At Middle Class Schools.				
1st Grade Anglo-Vernacular Schools.				
Irish Presbyterian Mission, Surat.	1	220·5	183·0	·84
Ditto ditto Ahmedabad	1	202·5	137·0	·68
Framji Motabhai, Surat.....	1	170·0	101·9	·62
Total	3	593·0	424·9	·72

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number
II.—PRIVATE AIDED INSTITUTIONS—*continued.*				
At Schools of the Lower Class.				
Vernacular and Primary Schools.	12	940·4	628·6	·67
At Female Schools.				
Surat Sub-Division	5	330·8	205·4	·62
Ahmedabad ditto	2	150·0	100·0	·67
Total.....	7	480·8	306·4	·64
Total Aided Schools	22	2,014·2	1,358·9	·67
III.—PRIVATE INSTITUTIONS UNDER INSPECTION ONLY.				
At Middle Class Schools.				
1st *Grade Anglo-Vernacular Schools.*				
Kavasji Jahangirji Madressa, Nowsari	1	112·0	97·0	·87
Nowsari English School, Gandevi.	1	56·7	42·3	·75
Rastomji ditto, Damaon.	1	64·0	43·3	·68
2nd Grade Anglo-Vernacular Schools	2	67·9	51·0	·79
Total.....	5	300·6	236·6	·79
At Schools of the Lower Class.				
Vernacular and Primary Schools.	46	4,057·8	2,955·4	·73
At Female Schools.				
Surat Sub-Division	1	79·7	49·7	·62
Ahmedabad ditto	2	101·1	56·8	·56
Kattiawar ditto	26	1,112·3	605·3	·54
Total	29	1,293·1	711·8	·55
Total of Schools under Inspection only	80	5,651·5	3,903·8	·69
Grand Total ..	911	58,567·9	43,138·1	·74

9. The increase of Schools and Scholars is shown in the following Statement :—

	Number of Schools.				Number of Scholars.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
Government Institutions.								
Colleges not affiliated	1	1	...	...	43	37	...	6
High Schools	3	3	...	...	603	559	...	44
Middle Class Schools	42	38	...	4	5,007	4,160	...	847
Lower Class Schools	586	685	99	...	38,288	43,484	5,196	..
Female Schools	71	75	4	...	2,907	3,065	158	...
Normal Schools.....	3	2	...	1	147	97	...	50
Total.....	706	804	103	5	46,995	51,402	5,354	947
					Increase	Schools		98
						Scholars		4,407
Private Aided Institutions.								
A.—*On the System of Payment for Results.*								
Middle Class Schools	2	3	1	...	475	604	129	...
Lower Class Schools	12	12	...	...	991	983	..	8
Female Schools	5	7	2	...	312	453	141	...
Total.....	19	22	3	...	1,718	1,983	273	8
					Increase	Schools		3
						Scholars ...		265
Private Institutions under Inspection only.								
Middle Class Schools ..	7	5	...	2	434	291	..	143
Lower Class Schools...	79	46	...	33	4,100	2,278	...	1,822
Female Schools.....	32	29	...	3	1,276	915		361
Total.....	118	80	...	38	5,810	3,484	...	2,326
					Decrease	Schools.....		38
						Scholars...		2,326
Grand Total	843	906	106	43	54,523	56,869	5,627	3,281
					Net Increase	Schools		63
						Scholars ..		2,346

GOVERNMENT INSTITUTIONS.

COLLECTORATE OR SUB-DIVISION.	COLLEGES.								HIGH SCHOOLS.								1ST GRADE ANGLO-VERNACULAR SCHOOLS.								2ND GRADE ANGLO-VERNACULAR SCHOOLS.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	..	..	..	..	..	..	..	..	1	301	1	207	..	..	..	34	4	457	5	511	1	54	..	..	5	438	6	743	1	255	..	..
Broach	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	197	1	212	..	15	..	..	3	314	3	200	..	..	..	24
Ahmedabad	1	43	1	37	..	..	..	6	1	216	1	188	..	..	..	28	2	240	2	289	..	49	..	..	7	1,088	5	749	..	..	2	339
Kaira	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	233	2	209	..	..	..	25	0	571	4	261	..	..	2	310
Panch Mahals and Rewa Kanta	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5	325	4	481	..	156	1	..
Kattiawar	..	..	..	..	..	..	..	..	1	86	1	104	..	18	..	..	2	213	2	237	..	24	..	..	3	770	2	88	..	..	1	682
Camp Baroda	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	67	1	45	..	..	..	22	..	..	..	..	..	..	..	..
Camp Deesa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	44	1	46	..	2	..	..	..	..	..	..	..	..	..	..
Total.....	1	43	1	37	..	..	..	6	3	603	3	559	..	18	..	62	13	1,451	14	1,548	1	144	..	47	20	3,556	24	2,612	1	411	6	1,355

COLLECTORATE OR SUB-DIVISION.	PRIMARY SCHOOLS.								NORMAL SCHOOLS.								GIRLS' SCHOOLS.								TOTAL.							
	1863-60.		1869-70.		Increase.		Decrease.		1863-60.		1869-70.		Increase.		Decrease.		1863-60.		1869-70.		Increase.		Decrease.		1868-60.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	133	6,726	140	6,476	7	...	...	250	1	40	...	...	...	...	1	40	19	758	18	777	..	19	...	...	162	8,770	170	8,774	9	328	1	324
Broach	66	3,271	87	3,588	1	267	...	...	...	...	...	...	...	...	...	...	2	325	7	313	..	...	...	12	97	4,107	98	4,353	1	282	..	36
Ahmedabad	90	6,320	98	6,892	8	572	...	...	1	64	1	61	...	...	...	...	17	692	17	632	..	...	...	60	119	8,603	125	8,851	8	621	2	433
Kaira	100	8,933	109	11,040	9	2,107	...	...	...	...	...	...	...	...	...	...	15	583	14	593	..	10	1	...	123	10,320	120	12,102	9	2,117	3	335
Punch Mahals and Rewa Kanta	71	3,822	75	3,454	4	...	...	368	...	...	...	...	...	...	...	...	9	304	10	301	1	..	...	3	85	4,511	89	4,296	5	156	1	371
Kattiawar	104	9,075	174	11,969	70	2,894	...	...	1	43	1	33	...	...	...	10	5	185	9	389	4	204	...	...	116	10,372	189	12,820	74	3,140	1	692
Camp Baroda	1	94	1	68	...	...	...	26	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	2	161	2	113	..	...	..	48
Camp Deesa	1	47	1	47	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	2	91	2	93	...	2	..	...
Total	586	39,288	685	43,481	99	5,840	...	644	3	147	2	97	...	...	1	50	71	2,907	75	3,065	5	233	1	73	700	46,995	804	51,402	106	6,616	8	2,239
Net Increase																													98	4,407	...	...

PRIVATE AIDED INSTITUTIONS; *on the System of Payment for Results.*

COLLECTORATE OR SUB-DIVISION.	1ST GRADE ANGLO-VERNACULAR SCHOOLS.								PRIMARY SCHOOLS.								GIRLS' SCHOOLS.								TOTAL.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	1	235	2	430	1	195	..	..	6	474	7	547	1	73	..	..	5	342	5	338	..	..	..	4	12	1,051	14	1,315	2	264	..	..
Ahmedabad	1	240	1	171	..	..	..	69	5	309	4	282	..	..	1	87	..	..	2	146	2	148	..	..	6	609	7	604	2	148	1	153
Kattiawar	..	..	..	..	..	..	..	..	1	58	1	64	..	6	..	..	..	..	..	..	..	..	..	..	1	58	1	64	..	6	..	..
Total	2	475	3	604	1	195	..	69	12	901	12	893	1	79	1	87	5	342	7	486	2	148	..	4	19	1,718	22	1,983	4	418	1	153
Net Increase																													3	265		

PRIVATE INSTITUTIONS; *under Inspection only.*

COLLECTORATE OR SUB-DIVISION.	1ST GRADE ANGLO-VERNACULAR SCHOOLS.								2ND GRADE ANGLO-VERNACULAR SCHOOLS.								PRIMARY SCHOOLS.								GIRLS' SCHOOLS.								TOTAL.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Surat	3	301	3	228	..	..	..	73	..	..	..	..	..	..	..	..	3	333	3	182	..	..	..	151	1	78	1	84	..	6	..	..	7	712	7	494	..	..	..	218
Ahmedabad	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	255	1	102	..	..	2	153	3	255	1	102	..	..	2	153
Kattawar	..	..	..	..	..	..	..	..	3	114	1	38	..	..	2	76	59	2364	24	807	..	..	35	1577	27	932	26	719	..	..	1	213	89	3430	51	1504	..	..	38	1866
Mahi Kanta	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	956	15	889	2	..	..	67	1	11	1	10	..	..	..	1	14	967	15	899	2	..	..	68
Palanpur	..	..	..	..	..	..	..	..	1	19	1	25	..	6	..	..	4	427	4	400	..	..	..	27	..	..	..	..	..	..	..	..	5	446	5	425	..	..	..	21
Total	3	301	3	228	..	..	..	73	4	133	2	63	..	6	2	76	79	4100	46	2278	2	..	35	1822	32	1276	29	915	..	6	3	367	118	5810	80	3474	2	..	40	2326
Net Decrease																																					38	2326

The increase in scholars, which is less than in any year since 1864-65, is chiefly in the Kaira and Kattiawad Sub-Divisions, where it is 1782 and 582, respectively. An increase of 246 in Broach and 54 in Surat is counterbalanced by a total decrease of 300 in the Ahmedabad and Rewa Kanta Sub-Divisions.

Last year an increase of 2,724 in Middle Class Schools was reported. This year a decrease of 860 pupils in schools of this grade is shown. This fluctuation will continue until the term "2nd Grade Anglo-Vernacular School" is more clearly defined and better understood than it is at present.

It is worthy of notice that during the last five years the number of schools in this Division has increased from 327 to 906, and scholars from 24,616 to 56,869.

Result of Instruction in Government and Private Schools in point of quality, as shown by numbers passed under different Standards :—

A.—Government Schools.

Standards for Anglo-Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Total number of Boys presented under Standards.	Number of Scholars Passed.															
							Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.			
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
High Schools	2	431	384	..	..	384	..	..	..	..	..	..	..	..	124	58	101	81	74	58	40	39	61	64	39	55
Middle Class.																										
1st Grade Anglo-Vernacular.	10	924	788	..	..	788	324	258	277	187	155	136	139	111	124	111	110	89	71	66	64	53	..	..	..	..
2nd Grade Anglo-Vernacular *	9	299	240	1	15	25	111	97	96	81	74	66	65	60	33	29	33	22	..	..	..	..	..	..	..	..
	19	1,223	1,028	1	15	1,043	435	353	373	268	229	202	197	171	157	140	143	111	71	66	64	53	..	..	..	..
Total....	21	1,654	1,412	1	15	1,427	435	353	373	268	229	202	197	171	281	198	244	192	145	124	104	92	61	64	39	55

* In which all are learning English.

Class of School.	Number of separate Schools examined.	Number of average attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examination of same School.	Number of Boys presented at second examination.	Total Number of Boys examined under Anglo-Vernacular Standards.	Total Number of Boys examined under Vernacular Standards.
2nd Grade Anglo-Vernacular	18	1,869	1,605	.....	.....	370	1,235

Class of School.	Scholars passed under Anglo-Vernacular Standards.																Scholars passed under Vernacular Standards.															
	Standard I.				Standard II.				Standard III.				Standard IV.				Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
2nd Grade Anglo-Vernacular.	146	119	108	62	83	87	71	45	38	32	22	16	..	..	..	..	363	367	355		216	183	243	153	176	132	156	115	57	42	56	32	9	17	9	9

Standards for Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of average attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined under Standards.	Number Scholars Passed.															
							Standard I.			Standard II.				Standard III.				Standard IV.				Standard V.			
							1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Lower Class, Boys	595	29,778	18,398	29	1076	19474	7324	6587	7655	2956	2742	3352	1982	2475	1967	2236	1510	1237	1186	1308	911	157	157	150	100
Lower Class, Girls	76	1,876	734	6	85	819	313	384	388	122	138	154	87	46	44	43	41	...	...	...	...	...	...	...	...
Total.....	671	31,654	19,132	35	1161	20293	7637	6971	8043	3078	2880	3506	2069	2521	2011	2279	1551	1237	1186	1308	911	157	157	150	100

B.—Private Schools.

Standards for Anglo-Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined	Number of Boys presented at first examination	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined under Standards.	Number of Scholars Passed.															
							Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.			
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Aided.																										
1st Grade Anglo-Vernacular	3	439	413	...	...	413	37	29	25	19	49	32	28	38	59	43	48	59	48	33	27	35	43	40	18	23
Inspected.																										
1st Grade Anglo-Vernacular	1	108	93	...	...	93	14	11	15	17	23	17	11	19	15	13	12	15	10	8	9	8	14	16	11	10
2nd Grade Anglo-Vernacular*	1	36	9	..	...	9	...	...	...	...	...	...	...	...	4	6	5	4	...	...	...	...	..	...	...	...
Total	2	144	104	...	...	101	14	11	15	17	23	17	11	19	19	19	17	19	10	8	9	8	14	16	11	10
Grand Total	5	583	517	...	...	517	51	40	40	36	72	49	39	57	78	62	65	78	58	41	36	43	57	56	29	33

*All learning English.

Class of School.	Number of separate Schools examined.	Number of average attendance at Schools.	Number of Boys presented at first examination.	Number of second examination of same School.	Number of Boys presented at second examination.	Number of Boys examined under Anglo-Vernacular Standards.	Number of Boys examined under Vernacular Standards.
2nd Grade Anglo-Vernacular Schools	1	134	40	.....	.....	7	33

Class of School.	Scholars passed under Anglo-Vernacular Standards.																Scholars passed under Vernacular Standards.															
	Standard I.				Standard II.				Standard III.				Standard IV.				Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
2nd Grade Anglo-Vernacular Schools	3	1	1	...	1	3	2	3	...	...	...	...	...	...	...	...	15	14	17	7	3	7	5	6	5	5	3	...	...	...	...	...	...	...	...

Standards for Vernacular Schools.

Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools	Number of Boys presented at second examination.	Total Number of Boys examined under Standards.	Number of Scholars Passed.															
							Standard I.			Standard II.				Standard III.				Standard IV.				Standard V.			
							1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Aided.																									
Lower Class, Boys	14	697	461	...	...	461	111	110	143	71	70	123	51	57	46	21	33	6	7	10	7	...	...	...	...
Do. Girls	7	327	212	...	...	212	52	59	91	27	37	61	48	22	19	25	17	3	4	2	5	...	...	...	...
Total	21	1,024	673	...	..	673	163	169	234	98	107	187	102	79	65	46	50	9	11	12	12	...	..	...	...
Inspect. l.																									
Lower Class, Boys	63	1,978	1221	...	..	1221	494	500	548	173	142	229	10.	143	83	119	61	9	6	11	5	..	...	...	...
Do. Girls	25	507	172	...	..	172	86	127	118	9	13	13	5	...	2	4	...	..	..	...	...	..	...	..	...
Total...	88	2,485	1393	...	..	1393	580	627	666	182	155	242	107	143	85	123	61	9	6	11	5	..	..	..	...
Grand Total	109	3,509	2066	...	...	2066	743	796	900	280	262	429	209	222	150	169	111	18	17	23	17	..	...	...	...

Government Schools—Remarks.—Reports on the Surat and Ahmedabad High Schools were sent to you by Dr. G. Bühler. The Rajkote High School was not examined, as sickness prevented Dr. Bühler from visiting Kattiawar at the usual time. There is an increase of 18 pupils in the Rajkote High School, and it matriculated 3 pupils during the year; Surat matriculated 7 and Ahmedabad 5: in the former, however, there is a decrease of 34 pupils in attendance; in the latter 28.

A Boarding-house for the accommodation of boys from the Districts has been opened at Ahmedabad; and Mr. Madhavrao Vishnu Kane, B.A., First Assistant Master in the Ahmedabad High School, has kindly undertaken the charge of it.

1st Grade Anglo-Vernacular Schools.—An increase of one school and 97 scholars is shown in para. 9. The best schools in this grade are those at Broach and Neriad. I place the Broach School first this year, as it presented a larger percentage of its pupils under Standard IV. than the Neriad School. Both schools did exceedingly well in mathematics, vernacular, geography and history, and passed 73 and 90 per cent. respectively of those examined in English. The Kaira School did well in all subjects. The Camp Baroda School quite the reverse—in fact, it does not deserve to be ranked in this grade.

2nd Grade Anglo-Vernacular Schools.—In these there is a decrease, several having been degraded to the rank of Vernacular Schools. The English teaching in those schools is however improving, as matriculated men are now available as teachers. The reduction of fee from 1 Rupee to 8 Annas, which took place in 1868, did not lead to any increase in pupils; and in all places, except the large towns, this fee is still considered too high by the people. The best of those schools which I saw was the one at Mahudha, in the Kaira Sub-Division.

Primary Schools for Boys.—The statement gives an increase in numbers. A comparison of this year's table of the "Number of scholars passed" with the same table for the previous year shows considerable improvement in quality, though the number passed is still below what it ought to be. The standards are better understood than they were.

The following schools passed not less than 5 pupils in either the 4th or 5th Vernacular Standards :—

STANDARD V.

Ahmedabad Sub-Division.—Sanand, Mandal, and Prantij.

Kaira Sub-Division.—Antrole, Neriad, Mahudha, Umreth, and Virsad.

Kattiawar Sub-Division.—Nawanagar.

STANDARD IV.

Surat Sub-Division.—Saras, Gothan, Dihan, Kundiana, Katargam, Deladwa, Surat Nos. III., VI., and VII., Walode, Untodi, Mandvi.

Kaira Sub-Division.—Thasra, Dakore, Dabhan, Memudabad, Kaira, Matar, Anand, Karamsad, Navali, Napad, Adas, Borsad.

Ahmedabad Sub-Division.—Kasindra, Jeytalpur, Sanoda Barwala, Ahmedabad No. VI., Dhandhuka.

Kattiawar Sub-Division.—Dhoraji, Porebandar, Gondal, Bhownagar.

Broach Sub-Division.—Jambusar, Broach No. I., Anklesar.

Rewa Kanta Sub-Division.—Godhra.

10. Branch schools—*i e.*, schools teaching up to the 2nd Vernacular Standard only in small villages and hamlets were opened in the Kaira Sub-Division during the year at a cost of Rs. 180 each; the funds being found by the people themselves, they not being willing to wait till the preparation, &c. of the next Local Fund Budget.

In 1870-71 and following years they will be supported from the Local Cess.

Primary Schools, Girls.—Here we have a slight increase of 4 schools and 158 scholars. In the number passed under standards there is also an improvement. The school at Neriad is the best of them, having passed 8 in all subjects under Vernacular Standard III.

Training Schools.—The Surat Training School was amalgamated with the Ahmedabad Training College in February last. It, however, supplied 9 trained Masters and 6 Assistant Masters during the year.

The Ahmedabad Training College supplied 13 trained Masters; 6 unpassed students were appointed Masters of small schools, and 1 to an Assistantship at Dhandhuka; 10 scholars were dismissed either for misconduct, incapacity, or constant sickness. At the end of the year there were 64 on the Rolls.

The Rajkote Training School supplied 39 trained Masters, and had 33 on the Rolls at the end of the year.

Your new Rules for the Ahmedabad Training College, and the selection of candidates for admission into the same, will do much for the improvement of this important Institution; but the effects of them will not be seen till next year. As they will no doubt appear in the Appendix to your Report, I do not enter them here.

The new appointments into the Department during the year of trained and untrained Vernacular Masters and Assistant Masters on Rs. 8 per mensem and upwards were:—

Sub-Division.	Masters.		Assistant Masters.	
	Trained.	Untrained.	Trained.	Untrained.
Surat	7	5	1	1
Broach	.....	5	1	.....
Kaira	7	2	.....	.....
Ahmedabad	5	4	.....	1
Kattiawar	38	2	1	.....
Rewa Kanta	1	5	.....	1
Total	58	23	3	6

Aided Schools.—The best of these are the First Grade Anglo-Vernacular Mission Schools at Surat and Ahmedabad.

Female Schools.—Rao Bahadur Magonbhai's Schools at Ahmedabad were under Miss Chamberlain's superintendence during a greater part of the year. They did not, however, come up in efficiency to the Roychand Dipchand Schools in Surat. The latter, out of an average attendance of 120, presented 94 for examination, 5 of whom under the 4th and 18 under the 3rd Vernacular Standards. The former, out of an average attendance of 103, presented 35 for examination, 5 of whom were under the 3rd Standard; there was also a decrease of 7 on Register. One advantage, however, of Miss Chamberlain's presence, was that some of the girls remained longer at school; and there was a class for young women, but from what I saw of it I am unable to dignify it with the name of a Training Class: still it was a step in the right direction, and I trust some day I shall have the pleasure of reporting progress in a female branch of the Ahmedabad Training College.

Of the schools under inspection only, Mr. Rastamji Jamsedji Jejebhai's English School at Damaon and the Kavasji Jahangir Zarthosti Madressa at Nowsari deserve commendation.

11. *School-building operations during the year* 1869-70:—

	Name of Place.	For what number of Boys.	Commenced or carried on.	Completed during the year.	Expenditure. Imperial.	Local Cess.	Municipal.	Popular Contributions.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11
	Ahmedabad Sub-Division.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Buildings.	Mahijada	50	.....	Completed	.....	1,181 2 4	...	225 0 0	...	1,406 2 4
	Chaloda	64	.....	Do.	.....	1,501 0 0	...	.....	...	1,501 0 0
	Badarkha	64	.....	Do.	.....	1,362 0 0	...	250 0 0	...	1,612 0 0
	Godhavi	115	.....	Do.	.....	2,501 0 0	...	266 0 0	...	2,767 0 0
	Aslali	64	.....	Do.	.....	1,650 0 0	...	.....	...	1,650 0 0
		357		Total ..Rs.	.....	8,195 2 4	...	741 0 0	...	8,936 2 4
	Kaira Sub-Division.									
	Karamsad	125	.....	Completed	.....	2,984 13 2	...	.....	...	2,984 13 2
	Pansara	64	.....	Do.	.....	60 3 2	...	.....	...	60 3 2
	Anghadi Paria...	64	.....	Do.	.....	2,140 15 11	...	.....	...	2,140 15 11
	Wadad	64	.....	Do.	.....	2,470 0 2	...	.....	...	2,470 0 2
	Mokava	64	.....	Do.	.....	2,946 0 0	...	.....	...	2,946 0 0
	Limbasi		.....	Do.	.....	2,946 13 1	...	.....	...	2,946 13 1

Bhaner	64	.....	Do.	.....	77 1 8	...	.....	...	77 1 8
Bhaterd	64	.....	Do.	.....	77 1 9	...	.....	...	77 1 9
Bhetasi	64	.....	Do.	.....	1 12 11	...	.....	...	1 12 11
Memudabad ...	200	Commenced ...	.....	.....	372 11 2	...	.....	...	372 11 2
	837		Total...Rs.	.....	14,077 9 0	...	.....	...	14,077 9 0
Surat Sub-Division.									
Manroi.....	50	.....	Completed	.....	2,050 0 0	...	.....	...	2,050 0 0
Bubari.....	50	.....	Do.	.....	2,050 0 0	...	.....	...	2,050 0 0
Ambada	50	Commenced ...	.....	.....	2,025 0 0	...	.....	...	2,025 0 0
Sisodra	50	Do.	.....	.....	2,025 0 0	...	.....	...	2,025 0 0
Adajan.....	50	Do.	.....	.....	.....	...	.....	...	.....
Eru	64	.....	Completed	.....	1,641 15 0	...	.....	...	1,641 15 0
Walode	125	.....	Do.	.....	3,663 2 7	...	.....	...	3,663 2 7
Untadi.....	64	.....	Do.	.....	522 8 5	...	.....	...	522 8 5
Sandhiar	64	.....	Do.	.....	1,821 3 8	...	.....	...	1,821 3 8
Surat High School.....	350	Commenced ...	.....	10,356 0 0	.....	...	12,415 0 0	...	22,771 0 0
	917		Total...Rs.	10,356 0 0	15,798 13 8	...	12,415 0 0	...	38,569 13 8
Broach Sub-Division.									
Sunev	50	Commenced ...	.....	.....	.....	...	.....	...	.....
Kava	50	Do.	.....	.....	.....	...	.....	...	.....
Waghra	50	Do.	.....	.....	.....	...	.....	...	.....
Keshwan.....	50	Do.	.....	.....	.....	...	.....	...	.....
Gazera.....	64	.....	Completed	.....	35 4 7	...	.....	...	35 4 7
	264		Total...Rs.	.....	35 4 7	...	.....	...	35 4 7

	Name of Place.	For what number of Buys.	Commenced or carried on.	Completed during the year.	Expenditure. Imperial.	Local Cess.	Municipal.	Popular Contributions.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11
	Rewa Kanta Sub-Division.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Buildings.	Limdi	75	.....	Completed	.....	256 0 0	...	.....	...	256 0 0
		75		Total Rs...	.....	256 0 0	...	.....	...	256 0 0
	Kattiawar Sub-Division.									
	Chotila.....	60	.....	Completed	.....	.....	...	1,050 0 0	...	1,050 0 0
	Paliad	75	.....	Do.	.....	.....	...	1,300 0 0	...	1,300 0 0
	Chuda	200	.....	Do.	.....	.....	...	1,700 0 0	...	1,700 0 0
	Dasada.....	100	.....	Do.	.....	.....	...	1,541 8 6	...	1,541 8 6
	Jasdan.....	75	.....	Do.	.....	.....	...	1,500 0 0	...	1,500 0 0
	Kantharia	70	.....	Do.	.....	.....	...	285 3 3	...	285 3 3
	Talsana	45	Commenced ...	.....	.....	.....	...	.....	...	.....
	Nagnesh	50	.....	Completed	.....	.....	...	285 3 3	...	285 3 3
	Halvad	150	Commenced ...	.....	.....	.....	...	.....	...	.....

New	Limdi (Anglo-Vernacular School)	65	.....	Completed	.....	.....	...	2,891	9	1	...	2,891	9 1
	Limdi (Vernacular School)	200	.....	Do.	.....	.....	...	3,400	0	0	...	3,400	0 0
	Verawal	200	Carried on	.....	.....	.....	...	.....			...	.....	
	Una	75	Do.	.....	.....	.....	...	.....			...	.....	
	Bhesan	50	Commenced ...	.....	.....	.....	...	.....			...	.....	
	Jetpur (Girls)	40	.....	Completed	.....	.....	...	1,937	0	0	...	1,937	0 0
	Chital	200	.....	Do.	.....	.....	...	1,000	0	0	...	1,000	0 0
	Mendarda	100	Carried on	.....	.....	.....	...	.....			...	.....	
	Bilkha (Girls)	25	.....	Completed	.....	.....	...	135	0	0	...	135	0 0
	Bagasra	100	.....	Do.	.....	.....	...	701	0	0	...	701	0 0
	Kundla (Girls)	40	.....	Do.	.....	.....	...	1,205	0	0	...	1,205	0 0
	Botad	165	Commenced ...	.....	.....	.....	...	.....			...	.....	
	Dharuka	75	Do.	.....	.....	.....	...	.....			...	.....	
	Dangar	75	Do.	.....	.....	.....	...	.....			...	.....	
	Gariadhar	125	Carried on	.....	.....	.....	...	.....			...	.....	
	Sonpuri	75	.....	Completed	.....	.....	...	2,000	0	0	...	2,000	0 0
	Pachegam	50	Commenced ...	.....	.....	.....	...	.....			...	.....	
	Limda	40	Carried on	.....	.....	.....	...	.....			...	.....	
	Morbi	200	.....	Completed	.....	.....	...	3,000	0	0	...	3,000	0 0
	Malia Khakhrechi	150	.....	Do.	.....	.....	...	2,500	0	0	...	2,500	0 0
	Nawanagar (Girls)	50	.....	Do.	.....	.....	...	2,000	0	0	...	2,000	0 0
	Bhadla	50	.....	Do.	.....	.....	...	245	0	0	...	245	0 0
	Lodhika	50	.....	Do.	.....	.....	...	125	0	0	...	125	0 0
	Jalia Devani	50	Commenced ...	.....	.....	.....	...	.....			...	.....	
	Rajkote	150	.....	Completed	.....	.....	...	3,091	7	11	...	3,091	7 11
	Sardhar	125	.....	Do.	.....	.....	...	1,800	0	0	...	1,800	0 0
	Carried forward	3,350	.....	.....	.....	.....	...	33,693	0	0	...	33,693	0 0

	Name of Place.	For what number of Boys.	Commenced or carried on.	Completed during the year.	Expenditure. Imperial.	Local Cess.	Municipal.	Popular Contributions.	Fees.	Total.
1	2	3	4	5	6	7	8	9	10	11
New Buildings.	Brought forward	3,350	.....	.....	Rs. a. p.	Rs. a. p.	Rs.a.p. ...	Rs. a. p. 33,693 0 0	Rs.a.p. ...	R s. a. p. 33,693 0 0
	Kuvadwa.....	80	.....	Completed	.....	.....	...	630 0 0	...	630 0 0
	Halenda	50	.....	Do.	.....	.....	...	540 0 0	...	540 0 0
	Sanosara	40	Commenced ...	.....	.....	.....	...	350 0 0	...	350 0 0
	Supedi	70	Do.	.....	.....	.....	...	273 0 0	...	273 0 0
	Mengani	40	Do.	.....	.....	.....	...	75 0 0	...	75 0 0
	Rajkote (Training School) ...	40	Do.	.....	.....	.....	...	6,244 13 10	...	6,244 13 10
		3,670		Total...Rs.	.....	.....	...	41,805 13 10	...	41,805 13 10
	Surat Sub-Division.			Grand Total Rs.	10,356 0 0	38,362 13 7	...	54,961 13 10	...	1,03,680 11 5
Alterations & Additions.	Kursad.....	...	.....	Completed	.....	550 0 0	...	.....	...	550 0 0
	Talangpore	...	.....	Do.	.....	95 0 0	...	.....	...	95 0 0
	Raised seats for 11 School-houses	...	.....	Do.	.....	680 5 11	...	.....	...	680 5 11
				Total...Rs.	.....	1,325 5 11	...	.....	...	1,325 5 11

SPECIAL REPAIRS.	*Surat-Sub-Division.*										
	Bhatha	...	.....	Completed	.....	411 0 0	...	.....		411 0 0	
	Rander	...	.....	Do.	.....	40 0 0	...	.....	...	40 0 0	
	Chikhli	...	.....	Do.	.....	30 8 0	...	.....	...	30 8 0	
	Bilsar	...	.....	Do.	.....	351 8 0	...	.....	...	351 8 0	
	Sarbhone	...	.....	Do.	.....	200 0 0	...	.....	...	200 0 0	
	Jalalpore	...	Commenced ...	.....	.....	.....	...	.....	...	.....	
				Total...Rs	.....	1,033 0 0	...	.....	...	1,033 0 0	
	Ahmedabad Sub-Division.										
	Saspur	...	.....	Completed	.....	477 0 0	...	.....	...	477 0 0	
	Morasa	...	.....	Do.	.....	125 0 0	...	.....	...	125 0 0	
	Prantij	...	.....	Do.	.....	160 0 0	...	.....	...	160 0 0	
	Adval	...	.....	Do.	.....	385 0 0	...	.....	...	385 0 0	
	Dhandhuka	...	.....	Do.	.....	100 0 0	...	.....	...	100 0 0	
				Total...Rs.	.....	1,247 0 0	...	.....	...	1,247 0 0	
			Total on	special Repairs.	.....	2,280 0 0	...	.....	...	2,280 0 0	
			Grand	Total .....Rs.	10,356 0 0	41,968 3 6	...	54,961 13 10	...	1,07,286 1 4	

The above statement shows that the important work of providing suitable school-houses is still progressing, especially in Kattiawar, through the liberality of its Chiefs. The sum of Rs. 1,03,680 has been expended towards providing accommodation for 6,120 pupils, of which $\frac{1}{10}$th only, Rs. 10,356, was from Imperial Funds. The handsome building for the Surat High School, for which we are mainly indebted to Mr. Sorabji Jamsedji Jijibhai, is progressing favourably under the superintendence of Lieutenant G. M. Cruickshank, R.E.; and, what was much needed, a separate house for the Traning School at Rajkote has been erected.

In the Kaira Collectorate the buildings were all erected by Mr. Little, the Executive Engineer of that District, and through the District Local Fund Committee.

In other Collectorates they were erected by our Department, with the assistance in some cases of local officers.

In future, the execution of all Educational Public Works will, I trust, be effected through the District Local Fund Committee, as provided in Clause XLVIII. of the Rules under Section 12 of the Bombay Local Funds Act III. of 1869, as the superintendence of building operations much interferes with inspection-work.

12.. *Libraries :—*

A.—*Previously existing. Return up to 31st December 1869.*

Name of Place.	Total number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.			Expenditure.		
1	2	3	4	5	6			7		
					Rs.	a.	p.	Rs.	a.	p.
Himabhai Institution, Ahmedabad	3,452	108	221	6,731	1566	12	2	1136	2	5
Andrew's Library, Surat.	3,969	137	52	2,695	1117	10	2	1294	11	1
Hadow Institute, Kaira.	933	122	32	482	397	15	10	400	10	9
Native Library, Broach.	2,105	508	141	1,464	1171	11	6	1168	15	0
Lang Library, Rajkote.	941	8	57	1,198	881	12	0	925	13	11
Native Library, Neriad...	141	29	35	203	115	5	4	111	8	4
Ditto Umreth	394	16	32	225	102	5	0	64	15	9
Ditto Muhudha	284	23	44	83	77	4	0	113	9	11
Carried forward ..	12,224	951	614	13,381	5130	12	0	5216	7	2

Name of Place.	Total number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.			Expenditure.		
1	2	3	4	5	6			7		
					Rs.	a.	p.	Rs.	a.	p.
Brought forward...	12,224	951	614	13,381	5430	12	0	5216	7	2
Native Library, Kaparvanj	336	47	53	482	242	3	0	299	9	10
Ditto, Thasra	11	2	23	25	22	11	11	15	1	0
Ditto, Mehmudabad.	99	60	15	80	172	8	0	162	8	0
Ditto, Matar.....	5	...	22	...	33	0	0	30	3	3
Ditto, Borsad	108	9	57	265	80	1	0	100	14	1
Ditto Anand	13	6	31	35	61	15	7	46	13	3
Liladhar ditto, Dholka...	186	13	20	53	.....			.....		
Native ditto, Balsar ...	254	30	12	93	80	12	0	68	3	0
Stewart ditto, Godhra...	103	131	63	...	246	10	0	249	4	11
Propert ditto, Kalole ...	...	64	62	...	302	4	3	88	11	3
Enti ditto, Dohad ...	...	60	73	...	128	0	0	96	7	9
Chaganlal do. Bhownagar.	774	33	48	197	141	8	0	48	1	6
Native ditto, Wadhwan.	62	3	5	3	140	0	0	130	0	0
Ditto, Junagath.....	241	3	38	26	7	14	0	53	14	9
Ditto, Mangrole	73	13	...	51	184	0	0	66	4	0
Ditto, Bantwa	16	2	...	10	.....			.....		
Ditto, Palitana.....	235	8	...	96	.....			12	0	0
Ditto, Jodia	20	3	...	...	.....			.....		
Ditto, Chorwad	24	3	...	...	21	0	0	1	8	0
Ditto, Wadwan Station.....	469	7	12	31	107	14	1	226	3	6
Ditto, Babra.....	53	8	...	...	32	0	0	78	4	6
Ditto, Rajkote City...	83	16	52	6,557	220	6	0	190	11	6
Ditto, Sardhar	27	11	...	...	50	0	0	43	0	0
Ditto, Dasoda	9	2	14	...	59	0	0	56	0	0
Ditto, Shiani	68	28	16	...	85	12	6	68	3	6
Ditto, Sonpuri	200	...	7	...	93	0	0	124	0	0
Ditto, Jetpur	25	5	...	8	.....			.....		
Reading-room, Dholera..	14	3	11	...	14	4	0	16	12	0
Ditto, Dhandhuka ...	60	73	45	704	148	12	0	86	6	9
Ditto, Ranpur	12	2	14	6	22	7	9	20	10	9
Ditto, Prantej	2	...	...	...	12	0	0	18	13	4
Ditto, Morasa	10	26	21	...	40	0	0	71	1	9
Ditto, Viramgam.....	41	8	80	71	324	6	6	279	8	0
Ditto, Kathlal	43	1	9	...	8	15	0	15	0	0
Ditto, Mohlol	5	...	25	..	36	0	0	36	0	0
Ditto, Dakore	58	7	12	115	157	8	0	141	10	10
Ditto, Napad	51	46	35	256	47	11	6	45	15	0
Carried forward ..	16,025	1,681	1,489	19,578	8754	5	1	8201	5	2

17 A *pi*

Name of Place.	Total number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.			Expenditure.		
1	2	3	4	5	6			7		
					Rs.	a.	p.	Rs.	a.	p.
Brought forward.....	16,025	1,684	1,489	19,578	8,754	5	1	8,204	5	2
Reading-room, Rastampura (Surat).	175	88	19	172	81	9	0	127	4	0
Ditto, Vadifalia(Surat)	8	9	22	15	80	0	0	153	10	8
Ditto, Udwada.....	1	43	25	42	267	14	0	70	7	9
Ditto, Jambusar	...	...	20	...	30	0	0	30	0	0
Ditto, Amode	49	4	20	...	168	11	10	24	11	0
Ditto, Anklesar	10	...	10	...	16	0	0	53	3	0
Ditto, Elve	...	1	16	...	27	0	0	50	7	0
Ditto, Hansote.....	...	...	10	...	30	0	0	30	0	0
Ditto, Kerwada	...	...	15	...	3	0	0	13	3	0
Ditto, Mandwa.....	...	...	10	...	24	0	0	23	0	0
Ditto, Katpar	...	...	15	...	24	0	0	24	0	0
Ditto, Sayala	59	54	20	...	49	14	6	40	6	6
Ditto, Limdi	134	41	43	31	1357	1	3	310	8	0
Ditto, Dhrole	11	9	1	10	25	0	0	32	13	0
Total.....	16,472	1,933	1,735	19,818	10944	7	8	9,187	15	1

B.—*Newly Established.*

Aparao Library, Ahmedabad.....	168	30	...	...	491	0	0	89	10	0
Reading-room, Wala	115	115	443	150	433	0	0	150	0	0
Ditto Gondal ...	150	150	75	89	429	8	0	195	7	2
Ditto Sarsai.....	27	27	...	..	65	8	0	65	8	0
Total.....	460	322	518	239	1419	0	0	500	9	2

The foregoing statistics show plainly that the taste for reading is increasing in Gujarat.

The summary of them is as follows:—

Number of Libraries	Rs.	63
Number of Volumes in them	„	16,932
Number of Members	„	2,252
Total Income	„	12,363
Total Expenditure	„	9,688
Number of Books issued	„	20,087

13. *Spread of English* :—

Number of Schools.	Sub-Division.	Number studying English.		Increase.	Decrease.
		1868-69.	1869-70.		
12	Ahmedabad	968	882	...	86
6	Kaira	434	317	...	117
5	Rewa Kanta	175	146	...	29
17	Surat	1,466	1,584	118	...
4	Broach	303	276	...	27
6	Kattiawar	469	467	...	2
50		3,815	3,672	118	261
			Net Decrease.....		143

Classifying English learners according to their schools gives the following results :—

	Number studying English.		Increase.	Decrease.
	1868-69.	1869-70.		
At Colleges	43	37	...	6
At High Schools	603	559	...	44
At 1st Grade Anglo-Vernacular Schools	2,227	2,380	153	...
At 2nd ditto ditto	942	696	...	246
Total.....	3,815	3,672	153	296
			Net Decrease...	143

14. *Number studying Classical Languages :—*

A.—*Sanscrit.*

Number of Schools.	Sub-Division.	Number studying Sanscrit.		Increase.	Decrease.
		1868-69.	1869-70.		
2	Ahmedabad Sub-Division	254	201	...	53
1	Kaira ditto ...	116	108	...	8
1	Surat ditto ...	119	217	98	...
1	Broach ditto ...	105	108	3	...
11	Kattiawar ditto ...	365	363	...	2
16		959	997	101	63
			Net Increase	38	

B.—*Latin.*

Number of Schools.	Sub-Division.	Number studying Latin.		Increase.	Decrease.
		1868-69.	1869-70.		
2	Ahmedabad Sub-Division	...	32	32	...
...	Surat	59	...	...	59
		59	32	32	59
				Net Decrease...	27

The only schools in which Latin is taught are the High School and the Mission School at Ahmedabad.

It is not now taught in the Surat High School, or the Mission School at Surat : hence the decrease.

15. *Employment of Educated Natives.*—The number of certificates for admission into the lower grades of the Public Service granted during the year was :—

1st Class.

By Educational Inspector, N. D.....92

2nd Class.

By the Deputy Educational Inspector of the Surat Sub-Division. 162
By the Assistant Deputy Educational Inspector do. 16
Do. Deputy Educational Inspector, Ahmedabad 134
Do. do. do. do. Kaira 102
Do. do. do. do. Kattiawar 32
Do. Sub do. do. do. 19
Do. Assistant do. do. Rewa Kanta 61

Total 526

16. *General remarks on the working of the Grant-in-aid System.*—Five schools (3 of which are Girl's schools) have been added to the list of Institutions receiving aid under this system. The grants to the Mission 1st Grade Anglo-Vernacular Schools at Surat and

Ahmedabad seem large, they being considered Middle Class Schools only, which at para. 37 of your last year's Report are said to cost Government Rs. 4-14-7 per head. But when we consider that these schools teach up to the Matriculation Standard, and that in the 1st Grade Anglo-Vernacular Schools at Neriad and Broach (which teach up to the 4th Standard only) the average total cost per head is Rs. 49, the amount they have obtained is very small, being only Rs. 8-10-11 per head on the average attendance.

The following grants were awarded during the year :—

Name of Institutions.	Average Daily Attendance	Amount granted.
1st Grade Anglo-Vernacular Schools.		Rs. a. p.
Irish Presbyterian Mission, Ahmedabad	156	1,411 0 0
Ditto ditto Surat.....	178	1,589 8 0
Framji Motabhai, Surat	105	423 8 0
Vernacular Schools.		
Irish Presbyterian Mission, No. I. Ahmedabad ...	51	92 6 0
Ditto ditto No. II., do. ...	38	62 2 0
Ditto ditto No. I., Gogo	69	*59 12 0
Ditto ditto No. II., do.	36	*33 10 0
Ditto ditto No. III., do.	13	*10 0 0
Ditto ditto No. I., Surat.....	82	91 6 0
Ditto ditto No. II., do.	65	59 4 0
Ditto ditto No. III., do.	62	67 10 0
Ditto ditto No. IV., do.	30	32 8 0
Ditto ditto No. V., do.	15	13 0 0
Ditto ditto No. VI., do.	17	14 4 0
Ditto ditto Rajkote	35	*31 8 0
Dinsha Dosabhai, Surat	85	92 4 0
Nasarwanji Punjiaji, Surat	56	62 8 0
Irish Presbyterian Mission, No. VII., Girls' do.	16	21 8 0
Dinhsa Dosabhai (Girls) ditto	64	197 0 0
Roychand Dipchand (Girls) No. I ditto	59	180 4 0
Ditto ditto (Girls) No. II ditto	44	160 12 0
Nasarwanji Punjiajia (Girls) ditto	8	9 0 0
Rao Bahadur Maganbhai (Girls) No. I. at Ahmedabad	74	173 12 0
Ditto ditto (Girls) No. II. at do. ...	34	58 0 0
Total	1,392	4,946 6 0

* These amounts have not been drawn.

17. *Table of different Castes under Inspection :—*

A.—*In Government Schools.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Mussalmans.	Parsees.	Others.	Total.
Colleges	15	.....	21	.....	1	...	37
High Schools	239	25	235	6	52	2	559
Middle Class Schools	1,078	825	1,507	354	364	32	4,160
Lower Class Schools	7,145	12,391	18,760	4,382	734	69	43,484
Female Schools	797	576	1,169	67	437	19	3,065
Normal Schools	67	4	23	2	1	...	97
Total.....	9,341	13,821	21,715	4,811	1589	122	51,402

B.—*In Private Schools, Aided or under Inspection.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Mussalmans.	Parsees.	Others.	Total.
Middle Class Schools	161	85	327	53	223	46	895
Lower Class Schools	502	226	1,596	384	230	233	3,171
Female Schools	406	58	669	65	199	4	1,401
Total	1,069	369	2,592	502	652	283	5,467

Remarks.—Brahmins are about $\frac{1}{4}$th and Mussalmans $\frac{1}{10}$th of the whole. Under "Cultivators" come other than Kunbis. Among the "Other Hindus" come castes which, a few years since, did not think of entering our schools. For instance, in the Kaira Sub-Divi-

sion are 746 Kolis, 275 Bhats, and 79 Veragis. In Broach 261 Bhils and other aborigines. In Ahmedabad 46 barbers and 134 Kolis and Bhils. In the Rewa Kanta and Panch Mahals 36 Bawas and 287 Bhils and Kolis. In the Surat Districts, children of the Kaliparaj—*i.e.* of Kolis, Bhils, Chodras, Dublas, &c.—number about 200. In Kattiawar are 107 Khawas, and 619 "Miscellaneous."

18. The number of children of cess-payers attending

2nd Grade Anglo-Vernacular Schools is	*255
Vernacular Schools	19,645
Total.....	19,900

Forty written applications for schools were received from cess-payers by myself and Deputies during the year.

19. *Cost per head of Instruction to Government :—*

	Cost per head of Pupils on Average Daily Attendance.
Government Institutions.	Rs. a. p.
(*a*) *General* ... Gujarat Provincial College, Ahmedabad	148 14 7
(*a*) *General* ... High Schools	45 14 9
(*a*) *General* ... *Middle Class Schools.*	
(*a*) *General* ... 1st Grade Anglo-Vernacular Schools	9 2 1
(*a*) *General* ... 2nd ditto ditto.....	2 15 7
(*a*) *General* ... Lower Class Schools.....	1 3 6
(*b*) *Special* ... Training Schools	85 11 2
(*c*) *Female Schools*	1 11 1
Private Institutions receiving Aid from Government.	
A.—*On the System of Payment for Results.*	
(*a*) *General* ... Middle Class Schools, 1st Grade.	8 0 11
(*a*) *General* ... Lower Class Schools	1 0 0
(*c*) *Female Schools*.....	2 9 11

* English learners only.

20. *Average monthly rate of Fees:—*

	Rs.	a.	p.
A.—*In Government Schools of different Grades.*			
High Schools	0	13	2
Middle Class Schools.			
1st Grade Anglo-Vernacular Schools	0	5	4
2nd ditto ditto	0	2	1.
Lower Class Schools	0	0	10
B.—*In Aided Schools of different Grades.*			
Middle Class Schools, 1st Grade	0	9	3
Lower ditto ditto	0	0	6
In Inspected Schools of different Grades.			
Middle Class Schools.			
1st Grade Anglo-Vernacular Schools	0	9	7
Lower Class Schools	0	1	1

21. *Education of Minor Chiefs.*—The Talukdari School at Ahmedabad had 17 pupils in it at the end of the year, being an increase of 4. Of these, 14 were Rajputs, 2 Mussalmans, and one a Koli Thakore. The attendance was irregular, being 51·8 per cent. only. The young Rájás of Barria and Lunáwárá were, however, an exception, and the progress they made was satisfactory. The young Thakores of Bakrana, Pipli, Aniálichair, and Boru, also did well. The school seems to be liked by the young Chiefs, and is doing good. Dr. Bühler's report on it was sent to you in September last.

The sons of several petty Chiefs study in our Vernacular Schools; among them, Nágabhái Bhánábhái of Adwal, and Jalamsing Jibáwá of Wágád, in the Dhandhuká Táluká, have obtained 2nd class public service certificates. In the Kaira Sub-Division two sons of the Thakore of Dehwan attend school, and his daughter "passed" under the 2nd Vernacular Standard.

In Kattiawar many of the young Chiefs are under tuition, of whom 12 were examined by the Deputy Educational Inspector of that Sub-

Division and his Assistant; and arrangements are being made by Colonel Anderson for the education of young Chiefs being systematically attended to.

22. *Education in Jails.*—The schools in the Central Jail at Dhoolia Kote, near Ahmedabad, and in the Ahmedabad City Jail were visited by the Deputy Inspector. In the former, 98 were learning, of whom 93 were examined; "and, considering the many difficulties, the school passed well." In the latter, 66 out of 92 were examined and "passed well." The Jail School at Kaira was examined by the Deputy Inspector. Of 10 learning, 1 read well from the Gujarati 5th Book, 2 from the 1st Book; the rest were beginners.

23. *Kattiawar.*—Here, owing to the great interest taken in the work by the Political Agent, Colonel Anderson, and his Assistants, and the liberality of most of the Chiefs, education is progressing favourably. Funds have been provided for an additional Sub-Deputy Inspector, who was appointed in February last; a suitable building for the Rajkote Normal School has been provided; and 41 school-houses, at a cost of Rs. 41,805 in the year, are being erected. It has an Engineering School of its own (not under this Department), and soon will require an Inspector to itself; the number of schools under inspection being 240, and pupils 13,384, scattered over a province the area of which is estimated at 20,000 square miles, and population about 1,500,000.

24. *Rewa Kanta.*—In this Agency, for the spread of education, in which so much has been done by Major Barton, 3 new schools have been opened. There is, however, a temporary decrease of 149 scholars. There are schools now in all the principal States, viz., Barria, Lunawara, Rajpipla, Wadasinor, and Chota Oodeypoor, and in many of the minor ones. The school at Jambugoda had 61 pupils in it at the end of the year.

25. The statements called for in your letter No. 2695 of the 20th October last are appended.

I have the honour be be, &c.

T. B. CURTIS,
Educational Inspector, N. D.

A 3.

REPORT BY W. A. RUSSELL, Esq., M.A., EDUCATIONAL INSPECTOR, SOUTHERN DIVISION, FOR 1869-70.

No. 277 OF 1870-71.

Office of the Educational Inspector, Southern Division, Belgaum, 13th June 1870.

Annual Report on the Southern Division for the year ending 31st March 1870.

This Division contains the four Collectorates of Belgaum, Dharwar, Kalladghi, and North Canara; and Native States—Kolhapur, Meeraj, Moodhole, Sanglee, and Jamkhundee. There was no change in the limits of the Division during the year under report. The following table shows the estimated area and population of the Southern Division:—

Districts.	Area in square miles.	Population.	Remarks.
Belgaum	* 13,338	780,358	* So stated in the Collector's Office, including Jahagir and Dumalé lands.
Dharwar	5,420	867,906	
Kalladghi	6,500	695,800	
Canara	4,194	367,483	
Total	29,452	2,711,547	
Native States.			
Kolhapur	3,445	50,000	
Meeraj, Moodhole, Sanglee, Jamkhundee	3,700	410,700	
Total	7,145	460,700	
Grand Total	36,597	3,172,247	

2. Changes in the Inspecting and other Staff. Messrs. Chanbusappa Buslingappa, Dharwar, and Nagesh Venayak Bapat, Deputy Educational Inspectors of Belgaum and Dharwar, respectively, were by order of Government allowed to exchange Sub-Divisions.

Belgaum High Schools.—Mr. Bellairs was appointed by Government Acting Professor in the Elphinstone College, Bombay; Mr. Hoogwerf, First Assistant Master (Canarese side), was appointed Acting Head Master. Mr. Laxuman Yadao Ashkhedkar, B.A., Sanskrit and English Teacher, being allowed six months' leave without pay, was succeeded by Mr. Ramchandra Narayan Sadhlé, an undergraduate of the Bombay University.

Belgaum Training College.—Mr. Naro Ramchunder Datar, Head Master of the Marathi School, Belgaum, was appointed to act as Vice-Principal.

English Schools.—Mr. Shreeniwas Ramchundra Soundri, an undergraduate of the Bombay University, was appointed Head Master at Sirsy.

3. *Statement showing the Actual Income of the Department during the year* 1869-70 :—

District	Government Grant as per Imperial Budget for 1869-70	Educational Cess Fund.	School Fee Fund.	Popular Contributions for the support of Schools.	Ditto for Buildings.	Endowment Funds.	Municipal Funds.	Total.
	Rs a p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum ...		33,706 6 9	7,092 13 6	7,559 1 1	219 0 0	1,035 10 0	950 4 4	50,563 3 8
Dharwar ...	90,532 5 0	39,647 2 3	6,835 4 6	323 0 0	1,211 8 6	124 11 0	855 0 0	48,996 10 3
Kaladgi ...		28,360 1 1	4,124 1 0	430 0 0	2,771 11 0	.....	1,227 11 3	36,613 8 4
Canara ...		15,329 15 2	2,914 15 5	.....	1,994 12 8	.....	135 0 0	20,404 11 3
Total ...	90,532 5 0	1,17,743 9 3	20,997 2 5	8,312 1 1	6,197 0 2	1,160 5 0	3,167 15 7	1,56,578 1 6
							Government Grant.....	90,532 5 0
							Grant Total.....	2,47,110 6 6

4. *Actual Expenditure, Imperial and Local Funds :—*

	Imperial.			Local.			Total.		
A.—*Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Inspection and Subsidiary Charges	26,209	9	9	3,049	0	10	29,258	10	7
Instruction ; *i. e.*, Ordinary Expenses of Schools	49,959	14	11	1,12,897	9	3	1,62,857	8	2
Extraordinary Grants*	217	7	2	.....			217	7	2
Buildings	1,292	1	6	5,573	5	9	6,865	7	3
B.—*General Expenditure.*									
Translation Department	2,820	3	0	120	0	0	2,940	3	0
Dakshina Fund, &c	.....			.....			.....		
Total	80,499	4	4	1,21,639	15	10	2,02,139	4	2

*Monthly grant to a European student in the Belgaum High School. (These allowances were stopped last year by Government orders.)

5. *Comparison of Expenditure* with that of last year :—

Expenditure during 1868-69.

	Imperial.			Local.			Total.		
A.—*Divisional Expenditure.*	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Inspection and Subsidiary Charges	27,128	3	7	2,003	4	6	29,131	8	1
Instruction ; *i. e.*, Ordinary Expenses of Schools	53,275	1	2	89,943	7	5	1,43,218	8	7
Extraordinary Grants	270	0	0	.....			270	0	0
Buildings	11,082	5	9	65,149	6	4	76,231	12	1
B.—*General Expenditure.*									
Translation Department	2,733	6	0	52	0	0	2,785	6	0
Dakshina Fund, &c	.....			.....			.....		
Total	94,489	0	6	1,57,148	2	3	2,51,637	2	9
Expenditure during 1869-70 (as shown in para. 4 above)	80,499	4	4	1,21,639	15	10	2,02,139	4	2
Decrease	13,989	12	2	35,508	2	5	49,497	14	7

Remark.—The above table shows a total decrease of expenditure from all sources of Rs. 49,497-14-7 for the year under report, and its items are thus accounted for :—

(*a*) Decrease in Government expenditure, Rs. 13,949-12-2.

1. The Director of Public Instruction, in his letter No. 3000 B of November last, intimated that Government insisted upon a retrenchment of one *lakh of Rupees* from the Educational Department for the whole Presidency for the year 1869-70.

2. Also Government withdrew the grants for School-buildings and Girls' schools this year.

3. Rs. 13,949-12-2 was saved as follows :—

Some vacancies in English and Vernacular Schools were not filled up for some months ; and some persons were not allowed to draw the full pay of their places ; and Local Funds were substituted for Government Grant.

(*b*) Decrease in Local Fund expenditure, Rs. 35,508-2-5 only. Rs. 5,573-5-9 were drawn for School-buildings during 1869-70, against Rs. 65,149-6-4 drawn in 1868-69 (Government grant for buildings having been withdrawn this year).

But the Local Fund expenditure on Inspection and Instruction was increased as under :—

On Inspection *	Rs.	1,045	12	4
On Instruction †	„	22,954	1	10
Translation Department	„	68	0	0
Total.....	Rs.	24,067	14	2

* One more Clerk was allowed to the Deputy Educational Inspector, Canara Sub-Division, and the Deputy Inspector, 2nd Carkoons, and Peons were allowed travelling batta.

† Seven new Schools, including the English School at Sirey, were opened.

Educational Diagrams, Books of reference, and furniture, were supplied to English and Vernacular Schools. Government grant for Vernacular Schools was partly saved, and salaries of Masters were paid from Local Funds.

The actual decrease in the expenditure is thus explained:—

Expenditure for School-buildings in 1868-69,	Rs.	65,149	6 4
Do. do. in 1869-70	„	5,573	5 9
Decrease.....	Rs.	59,576	0 7
Deduct increase in the expenditure on Inspection and Instruction, &c.	„	24,067	14 2
Total net decrease in Local Fund Expenditure	Rs.	35,508	2 5

(*Note.*—The total decrease in expenditure (being chiefly on account of School-buildings) was not accompanied by any decrease in the number of schools, or in their general efficiency.

6. *Particulars of Expenditure from Local Funds:*—

A.—*Comparison of Total Expenditure in each Collectorate with that of the previous year.*

Collectorate.	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum.....	27,340 10 11	36,650 10 0	9,309 15 1	.....
Dharwar	42,198 10 4	37,516 0 0	.....	4,682 10 4
Kalladghi	47,475 9 2	24,111 9 1	.....	23,364 0 1
Canara	40,133 8 10	23,361 12 9	.....	16,771 7 1
Total.....	1,57,148 2 8	1,21,639 15 10	9,309 15 1	44,818 1 6
			Net Decrease.....	35,508 2 5

B.—*Analysis of Expenditure from Local Funds for* 1869-70.

Collectorate.	School Fees.	Educational Cess.	Popular Contributions for the support of Schools.	Municipal Funds.	Popular Contributions for School Buildings and Repairs.	Belgaum High School Fund.	Dharwar English School Endowment Fund.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	3,710 4 7	25,265 2 1	548 4 3	720 0 0	750 0 0	5,656 15 1	.....	36,650 10 0
Dharwar	3,673 9 10	32,038 10 2	486 12 0	897 0 0	200 0 0	.....	220 0 0	37,516 0 0
Kalladghi	2,085 0 4	19,430 1 10	307 9 11	509 9 3	1,779 3 9	.....	.....	24,111 9 1
Canara.....	4,135 14 5	17,243 6 2	758 6 2	480 0 0	744 2 0	.....	.....	23,361 12 9
Total.....	13,604 13 2	93,977 4 3	2,101 0 4	2,606 9 3	3,473 5 9	* 5,656 15 1	220 0 0	1,21,639 15 10

* Besides this Rs. 3,000 were drawn and kept in the Government Bank at interest.

C.—*Expenditure of Educational Cess.*

Local Cess District Committees.	School Buildings.	Inspection.	Middle Class Schools (2nd Grade Anglo-Vernacular).	Lower Class Schools (Vernacular).	Training of Masters.	School Buildings, Repairs.	Scholarships, Books, Furniture, and Prizes, &c.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	1,000 0 0	331 7 10	1,971 14 8	16,588 9 8	987 14 11	213 0 0	4,172 3 0	25,265 2 1
Dharwar	250 0 0	410 3 6	2,934 8 0	20,541 9 8	1,320 0 0	424 7 0	6,157 14 0	32,038 10 2
Kalladghi	.....	419 6 0	1,317 1 2	14,911 13 8	1,056 0 0	248 0 0	1,447 13 0	19,430 1 10
Canara	.....	610 9 0	2,499 13 4	12,497 10 6	770 0 0	330 0 0	535 5 4	17,243 6 2
Total.....	1,250 0 0	1,801 10 4	8,723 5 2	64,539 11 6	4,133 14 11	1,215 7 0	12,313 3 4	93,977* 4 3

Note.—No Educational Cess expenditure for Higher Class Schools (High Schools and 1st Grade Anglo-Vernacular Schools).

* Besides this Rs. 15,000 were drawn from the Kalladghi Local Fund and kept in the Government Bank at interest.

D.—*Expenditure of School Fees.*

Sub-Division.	School Buildings.	Salaries.	Prizes.	Servants.	Contingencies.	Transferred to Educational Cess.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	.....	2,599 10 10	.....	447 5 6	663 4 3	4,000 0 0	7,710 4 7
Dharwar	.....	3,307 5 10	.....	185 0 0	181 4 0	3,000 0 0	6,673 9 10
Kalladghi	.....	1,848 11 7	.....	175 0 0	61 4 9	3,000 0 0	5,085 0 4
Canara	850 0 0	1,970 3 10	.....	436 10 10	878 15 9	2,400 0 0	6,535 14 5
Total	850 0 0	9,726 0 1	.....	1,244 0 4	1,784 12 9	12,400 0 0*	26,004 13 2

* This sum is not included in para. 6 (Particulars of expenditure from Local Funds).

7. *Comparative Table of Receipts from Fees under different Grades of Schools :—*

Sub-Division.	1868-69.							1869-70.							Increase.	Decrease.
	High Schools.	Middle Class Schools.	Lower Class Schools.	Female Class Schools.	Normal Schools.	Special Schools.	Total.	High Schools.	Middle Class Schools.	Lower Class Schools.	Normal Schools.	Female Schools.	Special Schools.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum ..	738 0 0	1,652 7 0	3,633 15 10	...	...	...	6,024 6 10	1,338 8 0	2,558 12 2	2,074 7 0	221 2 4	...	...	7,092 13 6	1,068 6 8	.....
Dharwar ...	.....	1,693 15 0	4,982 13 0	...	...	...	6,370 12 0	.....	2,521 5 0	4,313 15 0	.....	...	...	6,835 4 0	458 8 0	.....
Kalladghi ...	.....	1,124 12 6	3,233 10 2	...	...	...	4,358 6 8	.....	1,309 8 0	2,814 9 0	.....	...	...	4,124 1 0	.....	234 5 8
Canara	.....	899 13 0	1,459 7 4	...	...	...	2,359 4 4	.....	1,672 1 0	1,272 14 5	.....	...	...	2,944 15 5	585 11 1	.....
Total.....	738 0 0	5,370 15 6	13,309 14 4	...	...	...	19,113 13 10	1,338 8 0	8,061 10 2	11,375 13 11	221 2 4	...	...	20,997 2 7	2,112 10 8	234 5 8
													Net Increase.....		1,878 4 7	

8. *Objects of Expenditure on Instruction; Government Schools only.*

	From Imperial Fund.	From Local Funds.	Total.
1	2	3	4
Government Institutions.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Colleges	.....	.....	.....
(a) General { High School	8,903 5 2	5,656 15 1	14,560 4 3
(a) General { 1st Grade Anglo-Vernacular Schools ...	7,884 6 11	5,276 1 10	13,160 8 9
(a) General { 2nd Grade ditto ...	9,178 2 9	14,934 9 4	24,112 12 1
(a) General { Lower Class ditto ...	16,157 15 3	75,966 11 0	92,124 10 3
(b) *Special*.— Belgaum Training School	4,643 13 11	4,461 14 11	9,105 12 10
(c) Female Schools.....	1,987 2 11	6,601 5 1	8,588. 8 0
Total.....	48,754 14 11	1,12,897 9 3	1,61,652 8 2
Private Institutions receiving Aid from Government.			
A.—*On the System of Payment for Results.*			
*Middle Class Schools.....	1,205 0 0	.....	1,205 0 0
B.—*Not on the System of Payment for Results*.....	.....	.....	.....
Book Department	.....	.....	.....
Buildings	1,292 1 6	5,573 5 9	6,865 7 3
Translation Department ..	2,820 3 0	120 0 0	2,940 3 0
Special Allowance to European and Eurasian Students	217 7 2	.....	217 7 2
Total.....	4,329 11 8	5,693 5 9	10,023 1 5
Grand Total.....	54,289 10 7	1,18,590 15 0	1,72,880 9 7

* 1 Belgaum Convent School	537 0 0
1 Belgaum Pensioners' School	668 0 0
Total	1,205 0 0

The expenditure during 1869-70 on account of schools in the Kolhapur, Meeraj, Moodhole, and Sanglee States, under inspection only, and in Private Aided Schools, is given below :—

	State Treasury.	Local.	Total.
A.—*Kolhapur State.*	Rs. a. p.	Rs. a. p.	Rs. a. p.
Inspection and Subsidiary Charges.....	2,133 10 10	.....	2,133 10 10
Instruction ; *i. e.*, Ordinary Expenses of Schools ...	22,865 13 9	245 0 0	23,110 13 9
Buildings	7,267 8 6	300 0 0	7,567 8 6
Total.....	32,267 1 1	545 0 0	32,812 1 1
Meeraj State.			
Inspection.....	.....	.....	.....
Instruction ; *i. e.*, Ordinary Expenses of Schools ...	3,549 12 5	2,230 13 5	5,780 9 10
Buildings	.....	33 14 8	33 14 8
Total.....	3,519 12 5	2,264 12 1	5,814 8 6
Moodhole State.			
Inspection	.....	.....	.....
Instruction	1,529 10 8	872 15 6	2,402 10 2
Buildings	.....	.....	.....
Total.....	1,529 10 8	872 15 6	2,102 10 2

	State Treasury.	Local.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Sanglee State.			
Inspection and Subsidiary Charges.....	2,147 10 6	.....	2,147 10 6
Instruction; *i, e.*, Ordinary Expenses of Schools ...	8,199 0 0	.....	8,199 0 0
	10,346 10 6	.....	10,346 10 6
Note.—No return from Jamkhundee.			
B.—*Private Aided Schools.*	Government.		
Inspection	.....	.....	.....
Instruction	1,205 0 0	8,134 0 0	9,339 0 0
Grand Total.....	48,898 2 8	11,816 11 7	60,714 14 3

Total expenditure as shown in the above table... Rs. 60,714 14 3
Deduct paid by Government to 2 Private (Aided) Schools..... „ 1,205 0 0

Net Private Expenditure...Rs. 59,509 14 3

on Private *Unaided* Schools.

(*a*) *Comparative Table of Receipts from Fees under different Grades of Schools in the Kolhapur, Meeraj, Moodhole, Sanglee, and Jamkhundee States.* (*Note.*—Schools under Inspection only.)

State.	1868-69.							1869-70.							Increase.	Decrease.
	High Schools.	Middle Class Schools.	Lower Class Schools.	Female.	Normal.	Special.	Total.	High Schools.	Middle Class Schools.	Lower Class Schools.	Female.	Normal.	Special.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.
Kolhapur	1,829 8 0	1,156 12 6	850 14 6	...	...	...	3,837 3 0	2,066 4 0	1,780 10 6	1,128 15 0	...	...	...	5,584 13 6	1,747 10 6	...
Meeraj	.....	.....	128 6 0	...	...	...	128 6 0	.....	160 4 0	244 14 6	...	...	...	405 2 6	276 12 6	...
Moodhole	.....	154 0 0	.....	...	...	...	154 0 0	.....	102 11 0	85 4 0	...	...	...	187 15 0	33 15 0	...
Sanglee	.....	341 0 0	631 12 0	...	...	...	973 7 0	.....	259 2 0	654 15 0	...	...	...	914 1 0	.....	59 6 0
Jamkhundee..	.....	129 3 0	.....	...	...	...	129 3 0	.....	No return.	.....	...	...	...	.....	.....	129 3 0
Total....	1,829 8 0	1,781 10 6	1,611 0 6	...	...	...	5,222 3 0	2,066 4 0	2,311 11 6	2,114 0 6	...	...	...	7,093 0 0	2,058 6 0	188 9 0

(b) Comparative Table of Receipts from Fees under different Grades of Schools (Private Aided Schools).

	1868-69.			1869-70.			Increase.	Decrease.
	High Schools.	Middle Class Schools.	Total.	High Schools.	Middle Class Schools.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum Pensioners' School.	.....	68 0 0	68 0 0	.....	219 8 0	219 8 0	151 8 0	.....
Belgaum Convent School ...	.....	360 0 0	360 0 0	.....	500 0 0	500 0 0	140 0 0	.....
Total.....	.....	428 0 0	428 0 0	.....	719 8 0	719 8 0	291 8 0	.....

3. (a) *On Inspection-work*, as shown by the Number of Schools and Scholars, both Government and Private, visited and examined :—

By whom visited.	Class of School.	Government Schools.					Private (Aided) Institutions.					Institutions not Aided but under Inspection only.					Indigenous Schools.				
		No. of Schools in Sub-Division	No. of separate Schools examined	No. of Boys presented for examination at first examination.	No. of second examinations of same Schools.	No. of Boys presented at second examination.	No. of Schools in Sub-Division.	No. of separate Schools examined.	No. of Boys presented for examination at first examination.	No. of second examinations of same Schools.	No. of Boys presented at second examination.	No. of Schools in Sub-Division.	No. of separate Schools examined.	No. of Boys presented for examination at first examination.	No. of second examinations of same Schools.	No. of Boys presented at second examinations.	No. of Schools in Sub-Division.	No. of separate Schools examined.	No. of Boys presented for examination at first examination.	No. of second examinations of same Schools.	No. of Boys presented at second examinations.
Educational Inspector, Southern Division:	High Schools	1	1	138	...	...	...	...	...	...	...	1	1	122	...	...	...	...	...	...	...
	1st Grade Anglo-Vernacular	6	6	152	...	...	2	2	99	...	...	...	4	70	...	...	...	...	...	...	...
	2nd Grade do.	21	8	165	...	...	...	...	...	...	...	12	2	42	...	...	...	...	...	...	...
	Lower Class	293	56	812	...	...	...	...	...	...	...	41	4	20	...	...	...	...	...	...	...
	Female	26	9	80	...	...	...	...	...	...	...	2	1	12	...	...	...	...	...	...	...
	Normal	1	1	50	..	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
	Special	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...	...	...
	Total	351	81	1397	...	...	2	2	99	...	...	65	12	266	...	...	...	...	...	...	...

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Inspection-work of the Deputy Inspectors of Kolhapur and Sanglee.

By whom visited.	Class of School.	Government Schools.				Private (Aided) Institutions.				Institutions not Aided but under Inspection only.				Indigenous Schools.			
		No. of Schools in Sub-Division.	No. of separate Schools examined.	No. of Boys presented for examination at first examination.	No. of second examinations of same Schools.	No. of Schools in Sub-Division.	No. of separate Schools examined.	No. of Boys presented for examination at first examination.	No. of second examinations of same Schools.	No. of Schools in Sub-Division.	No. of separate Schools examined.	No. of Boys presented for examination at first examinations.	No. of second examinations of same Schools.	No. of Schools in Sub-Division.	No. of separate Schools examined.	No. of Boys presented for examination at first examination.	No. of Boys presented at second examinations.
Deputy Educational Inspector, Kolhapur.	1st Grade Anglo-Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2nd Grade do.	10	10	697	...	...	...	...	...	...	...	...	...	...	...	...	...
	Lower Class do.	35	28	515	5	...	...	...	...	...	...	...	...	...	...	...	...
	Female do.	1	1	18	...	...	...	...	...	...	...	...	...	...	...	...	...
	Normal do.	1	1	85	1	...	...	...	...	...	...	...	...	...	...	...	...
	Special do.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total.....	47	40	1315	6	232	...	...	...	...	...	...	...	...	...	...	...

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Remarks.—I inspected and examined, according to the Standards, upwards of ninety schools, including two High Schools and twelve Middle Class Schools (two of which are Grant-in-Aid Schools).

My Dharwar Deputy inspected ninety-eight out of one hundred schools under him.

The other three Deputies, especially those of Kalladghi and Canara, have left a large number of schools uninspected. The Kalladghi Deputy was on leave, and was with me part of his time, but this does not account for the deficiency. The Canara Deputy was suffering for a long time from fever.

(*b*) *On Instruction*, showing the number of Schools, Scholars, and Average Daily Attendance in all grades :—

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number. Per cent.
I.—GOVERNMENT INSTITUTIONS.				
High Schools.				
*Belgaum Sirdars' High School	1	221·10	184·85	83·5
Middle Class Schools.				
† 1st Grade Anglo-Vernacular Schools ...	6	403· 8	349· 9	86·6
2nd Grade Anglo-Vernacular Schools ...	24	2,078· 8	1,723· 4	82·9
Lower Class; *i. e.*, Vernacular	293	17,116	14,410	84·2
Female Schools.				
i. e., 7 in Belgaum, 7 Dharwar, 8 Kalladghi, and 4 in Canara	26	912· 1	675· 4	74·04
Normal Colleges or Schools.				
Belgaum Training College	1	79· 3	62·25	78·5

*This School is supported from Imperial Fund and Southern Maratha Country Sirdars' contributions.

† Out of these, 5 Schools are supported from Imperial Grant, and one (at Coompta) from people's contribution only (Endowed).

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number. Per cent.
II.—Private Aided Institutions on the System of Payment for Results.				
Middle Class Schools.				
Belgaum Pensioners' School	1	44·25	39·15	88·4
Ditto Convent School	1	72	65	92·8
III.—Private Institutions not Aided but under Inspection only.				
High School, Kolhapur	1	251·41	228·15	90·7
Middle Class Schools.				
1st Grade Anglo-Vernacular School, Sanglee	1	45·2	35	77·4
2nd Grade Anglo-Vernacular Schools	12	1,138·4	952·8	83·7
Vernacular Schools	44	2,199·2	1,889·7	85·9
Female Schools	2	81·3	57	70·1
Training Schools	1	54·3	49·4	90·9
Special	5	48	38	79·1

10. *Increase or Decrease of Schools and Scholars; Government Schools only :—*

	No. of Schools.				No. of Scholars.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
High Schools	2	1	...	1	448	232	...	216
Middle Class Schools	35	30	...	5	3,354	3,241	...	113
Lower Class Schools	316	293	...	23	18,032	16,274	...	1,758
Female Class	25	26	1	...	878	1,019	141	.....
Normal Class	2	1	...	1	116	79	...	37
Special	...	...	...	...	.....	.....	...	.....
Total	380	351	1	30	22,828	20,845	141	2,124

The decrease is merely nominal, and is caused by showing this year the Kolhapur, Meeraj, and Moodhole States' Schools as

"Private Schools under inspection only." Last year they were shown as "Government Schools." This year they are shown as "Private," because not supported or aided by Imperial Funds. The actual increase in Government Schools of the four Zillas—Belgaum, Dharwar, Kalladghi, and Canara—is—

In schools, 7; in scholars, 507.

Increase of Schools and Scholars in Private (Aided) Schools.

	No. of Schools.				No. of Scholars.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
Middle Class Schools ...	2	2	...	...	90	130	40	.....

Increase of Schools and Scholars in Private Schools under Inspection only.

	No. of Schools.				No. of Scholars.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
High Schools.....	...	1	1	...	.....	256	256	...
Middle Class Schools ...	4	13	9	...	504	1,368	864	...
Lower do. do.	6	44	38	...	464	2,295	1,831	...
Female do.	1	2	1	...	21	80	59	...
Normal do.	...	1	1	...	...	55	55	...
Special do.	5	5	...	...	54	54	...	...
Total.....	16	66	50	...	1,043	4,108	3,065	...

This return is for Kolhapur, Meeraj, Sanglee, and Moodhole. The return from the Jamkhundee Master is not received. The increase of schools and scholars shown in the above return is chiefly caused by the transfer of Southern Maratha States' Schools from the head of "Government" to the head of "Private," as noticed above. The actual increase in these schools is—16 schools and 798 scholars.

Detail of para. 10.

Sub-Divisions.	High Schools.								1st Grade Anglo-Vernacular Schools.								2nd Grade Anglo-Vernacular Schools.								Primary			
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Belgaum	1	193	1	232	..	39	..	..	1	147	1	137	..	..	..	10	5	570	7	867	2	297	..	..	77	4,500	76	4,266
Dharwar	..	..	..	..	..	..	..	..	1	66	1	87	..	21	..	..	5	714	7	1,028	2	314	..	..	90	5,075	86	5,337
Kalladghi	..	..	..	..	..	..	..	..	1	66	1	52	..	..	..	14	4	351	5	500	1	149	..	..	81	4,592	84	4579
Canara	..	..	..	..	..	..	..	..	2	77	3	122	1	45	..	..	6	550	5	448	..	..	1	102	45	1,077	47	2,042
Kolhapur	1	255	..	..	..	..	1	255	..	..	..	..	..	..	..	..	8	687	..	..	..	..	8	687	15	829	..	....
Meeraj	..	..	..	..	..	..	..	..	1	52	..	..	..	..	1	52	..	....	..	..	..	..	..	..	6	323	..	....
Moodhole	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	74	..	...	..	..	1	74	2	160	..	....
Total	2	448	1	232	..	39	1	255	0	408	0	398	1	66	1	76	29	2,946	24	2,843	5	760	11	940	316	18,032	293	16,274

(*Government Schools only.*)

Schools.				Female Schools.						Special Schools.				Normal Schools.				TOTAL.					
Increase.		Decrease.		1868-69.		1869-70.		Increase.	Decrease.	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.	Decrease.
Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Scholars.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
...	...	1	240	6	196	7	256	1	60	..	..	..	..	..	..	..	..	1	71	1	70	..	8	..	..	91	5,683	93	5,537	3	404	1	270
...	..	4	588	6	232	7	339	1	107	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	102	6,087	101	6,841	3	404	1	250
3	17	..	..	8	236	8	255	..	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	94	5,215	98	5,386	4	185	..	14
2	305	..	..	4	149	4	169	..	20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	57	2,453	59	2,781	3	430	1	102
..	..	15	829	1	65	..	..	..	..	1	65	..	..	..	..	..	..	1	45	..	..	..	..	1	45	20	1,881	..	..	..	..	20	1,681
..	..	0	329	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	375	..	..	..	..	7	375
..	..	2	160	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	234	..	..	..	..	3	234
5	38	28	2,140	25	878	26	1,019	2	200	1	65	..	..	..	..	..	..	2	116	1	70	..	8	1	45	350	22,828	351	20,845	13	1,401	42	3,444

Net Increase—Schools, 7; Scholars, 507

Detail of para 3. (*Private*

	High Schools.								1st Grade Anglo-Vernacular Schools.								2nd Grade Anglo-Vernacular Schools.								Primary Schools.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Pensioners' School, Belgaum									1	45	1	44				1																
Convent School, Belgaum									1	45	1	86		41																		
Total									2	90	2	130		41		1																

Aided Institutions.)

Female Schools.						Special Schools.						Normal Schools.						TOTAL.					
1868-69.		1869-70.		Increase.		Decrease.	1868-69.		1869-70.		Increase.		Decrease.	1868-69.		1869-70.		Increase.		Decrease.	1868-69.		1869-70.		Increase.		Decrease.	
Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
																					1	45	1	44	...	...	...	
																					1	47	1	80	...	41	...	...
																					2	90	2	130	...	41	...	1

Detail of para. 3. (Private Institutions

Sub-Division.	High Schools.						1st Grade Anglo-Vernacular Schools.						2nd Grade Anglo-Vernacular Schools.						Primary	
	1868-69.		1869-70.		Increase.	Decrease.	1868-69.		1869-70.		Increase.	Decrease.	1868-69.		1869-70.		Increase.	Decrease.	1868-69.	1869-70.
	Schools.	Scholars.	Schools.	Scholars.	Schools. Scholars.	Schools. Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools. Scholars.	Schools. Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools. Scholars.	Schools. Scholars.	Schools. Scholars.	Schools. Scholars.
Kolhapur	..	..	1	256	1 256	.. ..	..	..	..	..	.. ..	.. ..	..	..	9	940	9 940	.. ..	.. ..	24 1,138
Moodhole	..	..	..	..	.. ..	.. ..	..	..	..	..	.. ..	.. ..	..	..	1	117	1 117	.. ..	.. ..	2 146
Meeraj	..	..	..	..	.. ..	.. ..	..	..	1	55	1 55	.. ..	..	..	..	..	.. ..	.. ..	.. ..	11 538
Sangle	..	..	..	..	.. ..	.. ..	1	61	1	47	.. ..	1 14	2	238	1	203	.. ..	1 35	6 464	7 473
Jamkhundee	..	..	..	..	.. ..	.. ..	..	..	..	..	.. ..	.. ..	..	..	..	..	.. ..	.. ..	.. ..	.. ..
Total	..	..	1	256	1 256	.. ..	1	61	2	102	1 55	.. 14	2	238	11	1,260	11 1,063	1 35	6 464	44 2,295

not Aided, but under Inspection only.)

Schools.				Female Schools.						Special Schools.						Normal Schools.						Total.					
		Increase.						Decrease.				Increase.				Decrease.				Increase.				Decrease.			
Schools.	Scholars.	Schools.	Scholars.	1868-69.		1869-70.		Schools.	Scholars.	1868-69.		1869-70.		Schools.	Scholars.	1868-69.		1869-70.		Schools.	Scholars.	1868-69.		1869-70.		Schools.	Scholars.
				Schools.	Scholars.	Schools.	Scholars.			Schools.	Scholars.	Schools.	Scholars.			Schools.	Scholars.	Schools.	Scholars.			Schools.	Scholars.	Schools.	Scholars.		
24	1,138	...	...	...	...	1	61	1	61	...	...	...	...	...	...	...	...	1	55	1	55	...	...	36	2,456	36	2,456	...	...
2	140	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	263	3	263	...	...
11	538	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	593	12	593	...	...
1	0	...	...	1	21	1	10	...	...	2	54	5	54	...	...	...	...	...	...	...	...	15	838	15	790	1	9	1	51
..	..	..	..	No return.																									
38	1,831	...	...	1	21	2	80	1	61	...	2	5	54	5	54	...	...	1	55	1	55	...	...	15	838	66	4,108	52	3,321	1	51

11. *Results of Instruction* in Government and Private Schools in point of quality, as shown by numbers passed under different Standards :—

A.—Government Schools.

Standards for European and Eurasian Schools.

No. of School.	Class of School.	No. of separate Schools examined.	No. of average attendance of Schools examined.	No. of Boys presented at first examination.	No. of second examinations of same Schools.	No. of Boys presented at second examinations.	Total number of Boys examined.	Number of Scholars Passed.										
								Standard I.			Standard II.				Standard III.				
								1st Head	2nd Head.	3rd Head.	1st Head.	2nd Head	3rd Head.	Needle-work.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.
							Nil.												

Standards for Anglo-Vernacular Schools (Government).

No	Class of School.	Number of separate Schools examined.	Number of average attendance at Schools examined.	Number of Boys presented at first examination.	Number of Second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined under Anglo-Vernacular Standards.	Number of Scholars Passed.															
								Standard I.			Standard II.				Standard III.				Standard IV.				Standard V.			
								1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
1	Belgaum High School.	1	170·146	138	...	...	138	..	..	..	..	..	..	..	62	49	37	30	24	24	22	24	20	15	18	27
	1st Grade Anglo-Vernacular Schools.																									
1	Belgaum	1	116·7	40	...	...	40	Results not recorded ; no boys above 2nd Standard at time of examination.																		
1	Dharwar	1	71·94	67	...	...	67	...	..	..	..	..	..	..	13	10	9	9	..	..	..	..	..	..	..	..
1	Kalladghi	1	41	33	...	...	33	...	..	..	12	15	10	5	4	8	12	8	..	..	..	..	..	..	..	..
1	Sirey	1	27·8	20	...	...	20	Not recorded ; the school was only just established at time of examination.																		
1	Coompta	1	36·3	18	...	...	18	..	..	..	6	4	5	6	3	5	6	5	2	3	3	4	..	..	..	..
1	Carwar	1	43·1	24	...	...	21	7	..	4	..	..	..	..	7	3	7	..	2	..	5	2	..	..	..	..

Standard for 2nd Grade Anglo-Vernacular Schools (Government).

Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined under Anglo-Vernacular Standards.	Total Number of Boys examined under Vernacular Standards.	Scholars passed under Anglo-Vernacular Standards.												Scholars passed under Vernacular Standards.											
								Standard I.				Standard II.				Standard III.				Standard I.				Standard II.				Standard III.			
								1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
*Boys' Schools	7	854	129	...	...	129	558	60	76	69	54	13	18	14	12	6	6	3	5	95	80	102	...	128	154	174	76	87	110	107	84	...	...	...	...
† Ditto	7	829	62	...	...	62	407	39	36	31	27	9	8	12	7	...	...	...	...	32	112	118	...	105	99	144	46	36	54	76	39	6	7	8	7
‡ Ditto	4	315	43	1	11	43	226	13	16	13	3	2	...	...	...	1	...	1	...	50	30	38	...	16	15	21	10	18	17	30	19	9	12	13	9
§ Ditto	5	377	80	...	...	80	171	14	16	11	11	15	17	16	13	3	2	3	1	22	24	24	...	25	33	25	30	9	12	11	8	8	8	10	7

* Inspected by the Deputy Inspector, Belgaum.
† Ditto ditto Dharwar.
‡ Ditto ditto Kalladghi.
§ Ditto ditto Canara.

Standards for Vernacular Schools (Government).

C

Class of School.	Number of separate Schools examined.	Number of average attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined.	Number of Scholars Passed.															
							Standard I.			Standard II.				Standard III.				Standard IV.				Standard V.			
							1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
* Boys' Schools	64	3,958	1,756	...	...	1,756	118	105	100	357	422	170	258	218	201	259	207	12	14	11	6	...	...	...	...
* Girls' Schools	5	148	44	...	...	44	19	23	20	5	7	6	6	...	...	...	...	...	...	...	...	...	...	...	...
† Boys' Schools	84	4,867	2,345	...	...	2,345	675	558	452	309	352	253	299	255	204	306	111	46	45	49	35	..	...	...	...
† Girls' Schools	7	198	52	...	...	52	27	22	22	4	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
‡ Boys' Schools	55	2,689·4	1,377	4	156	1,533	239	175	197	163	134	213	69	124	90	142	91	45	38	70	34	...	...	...	...
‡ Girls' Schools	5	102·6	43	1	7	43	13	13	12	6	7	8	6	...	...	...	...	...	...	...	...	...	...	...	...
§ Boys' Schools	27	1,038	433	...	...	433	72	70	61	73	73	69	60	27	24	23	21	12	12	11	10	...	...	...	...
§ Girls' Schools	3	85·5	27	...	...	27	2	2	1	6	9	6	9	...	...	...	...	...	...	...	...	...	...	...	...

* Inspected by the Deputy Inspector, Belgaum. † Ditto, Dharwar, ‡ Ditto, Kalladghi. § Ditto, Canara.

B.—*Standards for European and Eurasian Schools (Private Aided Schools).*

No. of Schools.	Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined.	Number of Scholars Passed.																					
								Standard I.			Standard II.				Standard III.						Standard IV.				Standard V				
								1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	Needle-work.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Needle-work.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	
	Middle Class.																												
1	Pensioners' School, Belgaum, Boys and Girls	1	38	...	...	...	38	7	5	4	10	9	9	..	8	7	10	7	...	12	5	6	7	..	...	...	...	...	...
1	Convent School, Belgaum, Boys und Girls	1	61	...	...	...	61	4	17	14	9	10	19	7	5	5	7	..	...	10	..	2	2	...	..	...	...	...	...

Standards for Anglo-Vernacular Schools (Private Schools under Inspection only).

C

No.	Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Total number of Boys examined under Anglo-Vernacular Standards.	Number of Scholars Passed.																				
								Standard I.			Standard II.			Standard III.			Standard IV.				Standard V.							
								1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	
1	High School, Kolhapur ...	1	251	122	...	...	122	...	...	...	...	...	...	...	36	41	27	35	27	31	17	29	...	19	21	14	7	...	Inspected by the Educational Inspector, S. D.
	1st Grade Anglo-Vernacular Schools.																											
1	Meeraj	1	...	21	...	...	21	...	...	...	10	8	6	6	5	6	5	5	...	...	...	...	...	...	...	...	...	...	
1	Sanglee.....	1	...	34	...	...	34	...	...	...	6	10	...	...	7	3	2	2	5	2	..	2	...	...	...	...	...	...	
1	Koorundwad.....	1	...	14	...	...	14	...	...	...	...	...	...	...	5	10	..	7	3	4	..	2	...	...	...	...	...	...	

Standard for 2nd Grade Anglo-Vernacular Schools (Private Schools under Inspection only).

Division.	Class of School.	Number of separate Schools examined.	Number of average attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined under Anglo-Vernacular Standards.	Total Number of Boys examined under Vernacular Standards.
	* Boys' School	1	132	48	.....	.....	15	48

Division.	Class of School.	Scholars Passed under Anglo-Vernacular Standards.												Scholars Passed under Vernacular Standards.																	
		Standard I.				Standard II.				Standard III.				Standard I.				Standard II.				Standard III.				Standard IV.					Standard V.				
		1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.
	* Boys' School ...	10	4	9	9	...	...	...	...	...	...	...	...	16	21	22	...	14	15	6	15	..	..	..	..	...	...	...	...	...	...	...	...	...

* Moodhole School inspected by the Deputy Inspector, Belgaum.

Standards for Vernacular Schools (Private Schools under Inspection only).

Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined.	Number of Scholars Passed.																			
							Standard I.			Standard II.				Standard III.				Standard IV.				Standard V.				
							1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	
* Boys' Schools	2	135	61	...	...	61	7	10	13	6	9	6	3	9	12	13	7	...	...	...	...	...	...	...	...	
† Ditto	3	175	77	...	...	77	28	19	17	23	13	20	16	....	...	...	...	...	...	...	...	...	...	...	...	
‡ Ditto	2	50	28	...	...	28	2	6	4	6	4	6	3	...	...	...	...	...	...	...	...	...	...	...	...	

* Inspected by the Deputy Inspector, Belgaum.
† Ditto ditto, Dharwar.
‡ Ditto ditto, Kalladghi.

Standards for 2nd Grade Anglo-Vernacular Schools inspected by the Deputy Educational Inspector of Kolhapur and Sanglee.

Sub-Division.	Class of School.	Number of separate Schools examined.	Number of average attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined.
Kolhapur	Boys' Schools	10	809·3	182	.....	.....	182
Sanglee	Ditto	1	139	23	.....	.....	23

Sub-Division.	Class of School.	Scholars passed under Anglo-Vernacular Standards.												Scholars passed under Vernacular Standards.																	
		Standard I.				Standard II.				Standard III.				Standard I.				Standard II.				Standard III.				Standard IV.					Standard V.				
		1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.
Kolhapur	Boys' Schools	36	28	28	42	13	12	16	14	56	92	73	...	61	84	108	85	83	60	87	62	27	11	20	16	2	2	1	2	..	...	..	..	..	...
Sanglee	Ditto	7	4	4	5	1	8	7	...	..	..	..	..	9	9	4	...	1	6	1	4	9	8	10	3	..	...	...	...	..	...	...	...	...	...

Standards for Vernacular Schools inspected by the Deputy Educational Inspector of Kolhapur and Sanglee.

Sub-Division.	Class of School.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined.	Number of Scholars Passed.																			
								Standard I.			Standard II.				Standard III.				Standard IV.					Standard V.				
								1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.
Sanglee.	Boys' Schools	7	377·5	281	...	...	281	82	92	72	39	52	46	39	47	51	38	35	...	...	...	...	...	5	9	4	5	...
	Girls' Schools	1	18	6	..	..	6	...	...	...	6	6	6	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kolhapur.	Boys' Schools	28	1207·2	132	5	132	132	140	135	153	80	136	112	118	44	50	37	48	...	...	...	...	...	...	...	...	...	...
	Girls' Schools	1	41	18	...	.	18	5	2	8	4	7	6	5	..	...	...	...	...	...	...	...	...	...	...	...	...	...

The return above given of Deputy Inspectors' examinations of Government Vernacular Schools, and their results according to standards, may be thus summarized, to show the state of Vernacular Education.

6,111 boys were examined, and the percentages passed under different standards are as follows:—

Subjects.	Percentage of Boys Passed under Standards.					Total Percentage.
	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	
Arithmetic	23	18	10	1·8	...	52·8
Reading and Grammar	21	16	8	1·7	.	46·7
Writing and Dictation	19	23	11·9	2·3	...	56·2
History and Geography ...	...	11	7	1·3	...	19·3

i. e., of those (6,111) presented for examination under the first four standards, something over one-half can do sums and write to dictation, less than half can parse and explain a lesson read, and less than one-fifth pass in History and Geography. Or, taking the total attendance at the schools examined (12,700, more than one-half of whom were below the lowest standard of examination), it appears that, in schools examined, about one-fourth of the boys at school can do sums and write to dictation, and less than one-fourth can

parse and explain a lesson read; and less than one-tenth pass in History and Geography. No Vernacular School, it appears, was teaching during the year up to the 5th Standard.

Remarks on different Grades of Schools.

High Schools.—My Annual Examination Report on these Schools is appended.

1*st Grade Anglo-Vernacular Schools.*—Of these six schools, that at Belgaum is merely a "feeder" of the High School. It is is doing its work well, as the High School Head Master testifies in his annual Report. Of the five "Independent" Schools, the Dharwar School is mentioned by both the High School Head Masters (Belgaum and Kolhapur) as sending up boys well prepared in the 3rd and 4th Standards to the two High Schools: and I was satisfied with the state of this school at the annual examination. The Sirey School (see Examination Return) was newly opened only last year. I have lately examined it, after a year's work, but the results belong to my next report. This school, and the Coompta School (supported entirely by the people of Coompta, without any Government grant), bring a few boys up to the 4th Anglo-Vernacular Standard; and the school at Carwar has worked up to the 5th Standard, and even sent up a successful candidate for matriculation. But the attendance at these three English Schools in Canara is low, and does not increase, and the Masters work under much discouragement from the apathy of the people (the Coompta subscription notwithstanding) and the irregularity of the boys' attendance.

2*nd Grade Anglo-Vernacular Schools.*—These are mostly English classes in superior Vernacular Schools, except at Hooblee, where there is a flourishing school of this grade under an energetic and successful Master, as I have before reported. Next in merit to Hooblee come 4* schools whose Head Masters teach English, one in Kalladghi Zilla and three in Canara. The English teachers attached to Vernacular Schools are, with few exceptions, but ill-qualified for their work; but the pay is not enough to secure better men. (The

*1. *Indee.*
2. Hullial.
3. Bhutcul.
4. Benki Kodli.

School cess is restricted to Vernacular education ; towns or municipalities will not provide funds; there is no Government grant; and the people will not pay an enhanced fee.) I keep these English classes up to satisfy those people in Talooka or other towns who wish their boys to begin English, the study of which, but for these classes, would be a thing unknown beyond Zilla towns. However, a scheme for English schools to be supported (a limited number of them) by Government is in contemplation, as communicated to me in your No. 4434 of 18th February last, and, if it is carried out, the people will have models supplied them, which it will be for them to imitate and multiply.

There are 24 "Second Grade Anglo-Vernacular" Schools or classes in these four Zillas, or in thirty-three Talookas. In nine Talookas out of the thirty-three no English is taught. The twenty-four schools or classes in some degree meet a want, and induce and enable boys to enter higher schools ; and their situation and condition will guide us in carrying out the scheme above mentioned.

Sir A. Grant's modified orders about fee and attendance caused the renewal of English teaching in many places where, after his first orders, it had been discontinued. The fact is, that this teaching being very elementary, and not good of its kind, the people were not prepared to pay much more for it than they had been accustomed to pay. But even now they pay double the fee which they used to pay before Sir A. Grant's first orders. So that, given good teaching, it appears that those orders were not prohibitory. The modification of those orders, while it has revived the former elementary teaching of English, has not given us fees enough to pay better teachers ; and the quality of the teaching, and number of pupils, are much as they were.

Vernacular Schools.—Their general condition is indicated by the examination results given above. Whatever may be thought of these results in other quarters, the people themselves,—the cess-payers,—seem to think their boys in our Vernacular Schools are required to learn too much. In a former report I once mentioned that one of the chief men in a large village, after sitting out the school examination, in which he seemed to take some interest, asked me to order the schoolmaster to teach only writing and ciphering, and not to use

printed books or maps. This year, at another large village, which has a great deal of good land, and pays much cess, the *Kulkurnee* told me, that if I made the Schoolmaster teach only writing and ciphering the school attendance would be trebled; that the people did not want what he called "Sirkaree vidya," that "gawtee vidya" was enough for them, and as much as their children could be expected to acquire. A village elder and spokesman at another place (a *Talooka* town, where the the Mamlutdar was present at the schooi examination) made a very animated speech against "much learning," and in the favour of the people's right to be as ignorant as their fathers. He said Government seemed to wish to make the people clever, and that education was doubtless a proper thing for Europe and Europeans, but that his people preferred to remain as they were. I mention these things in illustration of the general, if not universal, feeling of the people, which must be taken into account in judging of the progress of Government Vernacular Schools and in revising examination standards. I have elsewhere reported that I do not think these standards should be lowered; but I think some compromise should be made to induce boys to attend our schools, who now attend only Indigenous Schools or none at all. The increase of Vernacular Schools this year is only (2) two. This I do not regret, as there are some two hundred untrained Masters and Assistants in existing schools, and it is desirable to increase the number of trained Masters before opening more schools. For this purpose large assignments from Educational Cess have been made to the Training College instead of to new schools.

Girls' Schools.—There are in all 26 in this Division. These continue as before, with the help of the persuasions and inducements of influential persons, official and others, in large towns or centres of local authority. Until the people's notions on education, as above described, have undergone a great change, we cannot expect to see much increase in the number of Girls' Schools. The best Girls' Schools are those at Hooblee and Belgaum (the latter under the patronage of the Collector, Mr. A. Grey, and supported by private and local funds, without any grant from Government or from the Educational Cess). The attendance at Girls' Schools is unconquerably irregular, and the progress slow, but *not* steady.

Note.—Besides these 26 Government Schools, there are 2 Private Aided Schools and some Unaided Schools, of which no returns have been received.

Training College.—Statement of Students present, Numbers, and Classes :—

	Paid by Government.	Paid by Meeraj and Moodhole States.	Total.
	Number.	Number.	
2nd Year Students	10	2	12
1st Year ditto	45	6	51
Preparatory Class.....	33	2	35
Total...	88	10	98

Twenty-two more Government students are required to make up the full number. These will be admitted from Vernacular Schools selected to train pupil teachers, as laid down in the new Rules for the Training College.

Three examinations have been held according to the new Rules. First, my examination held last November for Training College certificates, in which 9 first-year and 9 second-year students passed; then a terminal examination last April by the Acting Principal, in which 54 passed out of 79 (I have yet to dispose, according to the Rules, of the 25 who failed). Lastly, a Training College Entrance Examination, held also last April, simultaneously in the four Zillas, by the Acting Principal, Deputy Inspectors, and others appointed by me to this work, the questions being set by me. 30 candidates for admission passed at this examination.

Forty-four students were sent out as Masters or Assistants during the year, including the 18 certificated students above mentioned.

As I have already reported, the new Training College Rules have been introduced and followed during the year as far as is possible with the present teaching staff, books, and general resources. The chief shortcoming is the want of a proper Practising School. This important part of the Training College arrangements cannot be car-

ried out at present in Belgaum, as we cannot get a sufficiently large building in the town.

The Southern Division Training College will hardly be in proper working order, I think, till it is located at Dharwar, as it will be, I hope, next year.

Note.—I have no special remarks on Private Schools to offer this year. They are (with the exception of two Aided Schools) the Kolhapur and the other Southern Maratha States' Schools. On the Kolhapur High School I have reported separately, and the other Schools are reported on *by the States'* Deputy Inspectors.

12. *School-building operations during the year* 1869-70:—

Sub-Division.	Number.	Name of Place.	For what number of Boys.	Commenced or carried on.	Completed during the year.	From Imperial Fund. Money drawn this year.	From Imperial Fund. Money drawn in previous year.
		New Buildings.				Rs. a. p.	Rs. a. p.
Belgaum.	1	Kouzulgee	....	.....	....	....	....
					Total....	....	....
Dharwar Sub-Division.	1	Kunwalee	50	Carried on..	....	200 0 0	....
	2	Humbgee	60	.....	Completed .	....	100 0 0
	3	Bamanhalee	100	.....	Do. ..	....	250 0 0
	4	Jaklee	100	.....	Do. ..	....	409 0 0
	5	Koortkotee	60	.....	Do. ..	....	402 0 0
	6	Moleebednoor	80	.....	Do. ..	....	412 0 0
	7	Bevankee	60	.....	Do. ..	....	613 0 0
	8	Dhoondshee	125	.....	Do. ..	....	500 0 0
	9	Aloor	125	.....	Do. ..	....	500 0 0
	10	Naregal	40	.....	Do. ..	....	400 0 0
	11	Hasretee	80	.....	Do. ..	....	400 0 0
	12	Dharwar School No. III. ..	125	Carried on ..	Do. ..	....	....
					Total....	200 0 0	3,986 0 0
Kalladghi Sub-Division.	1	Siroor	60	.....	....	629 1 6	....
	2	Jallihal	60	.....	Completed .	....	326 12 0
	3	Anjootgee	40	Carried on ..	....	101 0 0	....
	4	Hiroor	40	Do. ..	....	....	118 12 0
	5	Kolhor	60	.....	....	....	....
	6	Chebnoor	40	.....	....	....	300 0 0
	7	Bablad	40	.....	....	181 0 0	....
	8	Kalladghi Branch School.	100	.....	Completed .	....	....
	9	Govenkope	60	.....	Do.	....	280 0 0
	10	Galgalee	60	Carried on .	....	....	200 0 0
	11	Keroor	100	Do. ..	....	....	776 12 0
	12	Indee	125	.....	Completed .	....	350 0 0
	13	Dhoolkhed	40	Carried on ..	....	....	....
	14	Hortee	40	Do. ..	....	....	....
	15	Tamba	100	Do. ..	....	....	316 11 0
	16	Moodebihal	80	Do. ..	....	....	....
	17	Nalutwad	60	Do. ..	....	....	181 0 0
	18	Kalgee	40	Do. ..	....	....	....
	19	Tungudgee	40	Do. ..	....	....	125 0 0
	20	Bableshwor	50	Do. ..	....	....	208 1 6
	21	Sarwad	75	Do. ..	....	....	317 0 0
	22	Neovergee	40	Commenced .	....	....	....
	23	Shirsad	40	Do. ..	....	....	380 3 0
	24	Bugulkote	175	.....	....	....	1,675 0 0
	25	Bagewadee	80	.....	....	....	....
	26	Kunnoor	40	.....	....	....	176 6 9
	27	Behoor	40	.....	....	....	117 8 0
	28	Sangum	50	.....	....	....	....
	29	Kumatgee	50	.....	....	....	....
	30	Ameengud	60	.....	....	....	....
	31	Keloor	40	.....	....	....	....
	32	Bevnoor	40	.....	....	....	106 12 0
	33	Bibi—Ingulgee	40	.....	....	....	....
	34	Ookleo	40	.....	....	....	....
					Total....	911 1 6	5,913 14 3

EXPENDITURE.

From Local Fund.		From Municipal Fund.		From Popular Contributions.		From Fees.		TOTAL.
Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
....	....	....	....	300 0 0	....	....	....	300 0 0
....	....	....	....	300 0 0	....	....	....	300 0 0
....	....	....	....	200 0 0	....	....	....	200 0 0
....	200 0 0	....	....	....	140 13 9	....	140 13 9	881 11 6
....	275 0 0	....	....	....	250 0 0	....	....	775 0 0
....	....	....	....	....	149 12 6	....	....	818 12 6
....	....	....	....	....	102 0 0	....	....	804 0 0
....	....	....	....	....	112 5 0	....	....	824 5 0
....	....	....	....	....	611 7 6	....	....	1,226 7 6
....	200 0 0	....	....	....	500 12 0	....	....	1,200 12 0
....	....	....	....	....	100 0 0	....	....	1,000 0 0
....	....	....	....	....	400 0 0	....	....	800 0 0
....	500 0 0	....	....	....	100 0 0	....	....	1,100 0 0
....	2,000 0 0	....	....	....	....	....	....	2,000 0 0
....	3,175 0 0	....	....	200 0 0	1,020 2 0	....	440 13 9	12,931 0 6
....	....	....	....	629 1 6	....	....	....	1,278 3 0
....	400 0 0	....	....	329 12 0	....	....	....	1,053 8 0
....	600 0 0	....	....	101 0 0	....	....	....	802 0 0
....	450 0 0	....	....	21 12 0	1,2 0 0	....	....	717 8 0
....	1,000 0 0	....	....	64 10 3	....	....	....	1,064 10 3
....	200 0 0	....	....	309 0 0	....	....	....	809 0 0
....	....	....	....	181 0 0	....	....	....	562 0 0
....	2,000 0 0	....	....	....	....	....	....	2,000 0 0
....	....	....	....	....	3?0 0 0	....	....	640 0 0
....	600 0 0	....	....	....	200 0 0	....	....	1,000 0 0
....	500 0 0	....	....	....	776 12 0	....	....	2,053 8 0
....	900 0 0	....	....	....	635 8 0	....	150 0 0	2,035 8 0
....	800 0 0	....	....	....	....	....	....	800 0 0
....	800 0 0	....	....	....	....	....	....	800 0 0
....	500 0 0	....	....	....	316 11 0	....	....	1,153 6 0
....	1,000 0 0	....	....	....	....	....	....	1,000 0 0
....	850 0 0	....	....	....	141 0 0	....	....	1,212 0 0
....	700 0 0	....	....	....	....	....	....	700 0 0
....	550 0 0	....	....	....	125 0 0	....	....	800 0 0
....	600 0 0	....	206 1 6	....	....	....	....	1,012 1 6
....	350 0 0	....	200 0 0	....	117 0 0	....	....	1,011 0 0
....	700 0 0	....	....	....	....	....	....	700 0 0
....	....	....	....	....	381 3 0	....	....	761 6 0
....	1,000 0 0	....	....	....	1,575 0 0	....	....	3,1 0 0 0
....	1,000 0 0	....	....	....	....	....	....	1,0 0 0 0
....	450 0 0	....	....	....	176 6 9	....	....	802 11 6
....	500 0 0	....	....	....	117 8 0	....	....	775 0 0
....	1,000 0 0	....	....	....	....	....	....	1,0 0 0 0
....	1,000 0 0	....	....	....	....	....	....	1,0 0 0 0
....	1,000 0 0	....	....	....	....	....	....	1,0 0 0 0
....	800 0 0	....	....	....	106 12 0	....	....	813 8 0
....	....	....	....	....	....	....	....	500 0 0
....	500 0 0	....	....	....	....	....	....	500 0 0
....	300 0 0	....	....	....	....	....	....	300 0 0
....	22,250 0 0	....	906 1 6	1,629 3 9	5,209 12	....	150 0 0	36,170 1 9

TABLE—

Sub-Division.	Number.	Name of Place.	For what number of Boys.	Commenced or carried on.	Completed during the year.	From Imperial Fund. Money drawn this year.	From Imperial Fund. Money drawn in previous year.
						Rs. a. p.	Rs. a. p.
Canara Sub-Division	1	Kunchumhulee	40	Commenced	.....	....	....
	2	Teirgaum	60	.....	Completed	....	....
	3	Mungulwad	40	.....	Do.	....	....
	4	Yellapoor	60	.....	Do.	....	....
	5	Palla	60	Commenced	.....	....	....
	6	Isloor	40	.....	Completed	....	....
	7	Siddapoor	100	Commenced	.....	....	....
	8	Beelgee	40	Commenced	.....	....	....
	9	Kirkee	60	.....	Completed	....	....
	10	Shirulee	40	.....	Do.	....	....
	11	Huldipoor	40	.....	Do.	....	....
	12	Benkikodle	100	Commenced	.....	....	....
	13	Gokurna	100	.....	Completed	....	....
	14	Bad	60	.....	Do. 1868-69.	....	....
	15	Coopta English School	80	Commenced	....	....	800 0 0
	16	Soonkerry	60	.....	Completed 1868-69	71 0 0	....
	17	Majally	40	.....	Do.	....	....
	18	Hullia Girls' School	60	.....	Completed	....	....
	19	Sirey Otto	40	.....	Do.	....	....
	20	Carwar Girls' School	50	.....	Do. 1868-69	....	400 0 0
	21	Baloor	40	Commenced	.....	110 0 0	....
					Total....	181 0 0	1,200 0 0
		Alterations and Additions. (Government Schools only).					
Belgaum Sub-Division.	1	Moonvalee	100	.....	Completed	....	468 12 0
	2	Amba Ignteo	60	.....	Do.	....	160 4 0
	3	Ainapoor	100	Carried on	....	....	....
	4	Belgaum	200	.....	Completed	....	....
	5	Belowlio	60	Carried on	....	....	....
	6	Tord o	60	Do.	....	....	....
	7	Nyacurgee	60	Do.	....	....	....
	8	Kirwad	....	.....	....	....	....
	9	Bylehongle	125	Carried on	....	....	....
	10	Joogul	....	.....	....	....	....
					Total....	....	629 0 0
Dharwar.	1	Moolgoond	125	Carried on	....	....	....
	2	Byhutte e	60	Do.	....	....	86 0 0
	3	Morub	100	.....	Completed	....	150 0 0
	4	Shigaum	100	.....	Do.	....	....
					Total....	....	236 0 0
Kalladgee.	1	Bagulpoor	100	.....	....	....	....
	2	Pan alo No. I	100	Carried on	....	....	92 0 0
	3	Hipparga	75	Commenced	....	....	....
	4	Mun olee	75	.....	Completed	....	....
					Total ..	....	92 0 0
					Grand Total	....	....

Actual expenditure during the year: From Imperial Fund, Rs. 1,292-1-6; from Local Fund,

Note.—It will be seen that 24 school-houses have been completed during the year 1869-70.

Where there is no entry under columns 3, 4, and 5, it is to be understood that the work has not been begun

continued.

EXPENDITURE.

From Local Fund.		From Municipal Fund.		From Popular Contributions.		From Fees.		TOTAL.
Money drawn this year.	Money drawn in previous years.	Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
....	700 0 0	....	....	....	....	....	....	700 0 0
....	1,000 0 0	....	....	....	....	....	....	1,000 0 0
....	700 0 0	....	....	....	....	....	....	700 0 0
....	1,400 0 0	....	....	....	....	....	850 0 0	2,250 0 0
....	1,400 0 0	....	....	....	....	....	....	1,400 0 0
....	800 0 0	....	....	....	....	....	....	800 0 0
....	1,600 0 0	....	....	....	....	....	....	1,600 0 0
....	400 0 0	....	....	....	....	....	....	400 0 0
....	1,000 0 0	....	....	132 14 0	....	....	....	1,132 14 0
....	800 0 0	....	....	....	....	....	....	800 0 0
....	700 0 0	....	....	63 4 0	....	....	....	763 4 0
....	1,600 0 0	....	....	250 0 0	....	....	....	1,850 0 0
....	1,600 0 0	....	....	....	....	....	....	1,600 0 0
....	1,000 0 0	....	....	....	....	400 0 0	....	1,400 0 0
....	....	....	....	117 0 0	860 0 0	....	....	1,717 0 0
....	1,000 0 0	....	....	71 0 0	....	275 0 0	....	1,417 0 0
....	700 0 0	....	....	....	....	175 0 0	....	875 0 0
....	900 0 0	....	100 0 0	....	....	....	....	1,000 0 0
....	700 0 0	....	600 0 0	....	....	....	....	1,300 0 0
....	900 0 0	....	....	....	400 0 0	....	....	1,300 0 0
....	....	....	....	110 0 0	....	....	....	220 0 0
....	18,900 0 0	....	700 0 0	741 2 0	1,260 0 0	850 0 0	850 0 0	24,625 2 0
....	....	....	....	....	468 12 0	....	....	947 8 0
....	....	....	....	....	160 4 0	....	....	320 8 0
200 0 0	....	....	....	....	....	....	....	200 0 0
....	300 0 0	....	....	....	....	....	....	300 0 0
200 0 0	....	....	....	....	....	....	....	200 0 0
300 0 0	....	....	....	....	....	....	....	300 0 0
200 0 0	....	....	....	....	....	....	....	200 0 0
....	....	....	....	50 0 0	....	....	....	50 0 0
100 0 0	....	....	....	....	....	....	....	100 0 0
....	....	....	....	400 0 0	....	....	....	400 0 0
1,000 0 0	300 0 0	....	....	450 0 0	620 0 0	....	....	3,008 0 0
....	250 0 0	....	....	....	250 0 0	....	....	500 0 0
....	....	....	....	....	1,100 12 0	....	....	1,225 12 0
....	100 0 0	....	....	....	150 0 0	....	....	100 0 0
250 0 0	....	....	....	....	....	....	....	250 0 0
250 0 0	350 0 0	....	....	....	530 12 0	....	....	1,130 12 0
....	....	150 0 0	....	....	....	....	....	150 0 0
....	100 0 0	....	....	....	92 0 0	....	....	284 0 0
....	100 0 0	....	....	....	....	....	....	110 0 0
....	600 0 0	....	....	....	....	....	....	600 0 0
....	800 0 0	150 0 0	....	....	92 0 0	....	....	1,134 0 0
....	....	....	....	....	....	....	....	....

Rs. 5,573-5-9 : total Rs. 6,865-7-3.

Yet, but that the sums have been made over to Mamlut lar, or School Committees undertaking the works.

TABLE—

School-building operations in States—

Sub-Division.	Number.	Name of Place.	For what number of Boys.	Commenced or carried on.	Completed during the year.	From Imperial Fund	
						Money drawn this year.	Money drawn in previous year.
		New Buildings.				Rs. a. p.	Rs. a. p.
Kolhapur State.	1	Rooee	100	.....	Completed.	2,998 4 3	....
	2	Manganum	100	Carried on ..	....	2,998 4 3	....
	3	Chikloe	100	.....	Completed.	2,998 4 3	....
	4	Ichulkuranjee	200	Carried on ..	....	6,040 0 0	....
	5	Lat	100	Do. ..	....	3,070 0 0	....
	6	Shirudwad	100	Do. ..	....	3,195 0 0	....
				Total....	....	21,289 12 0	....
Meeraj State.	1	Meeraj No. I.	150	Carried on ..	....	....	....
	2	Meeraj No. II.	100	Do. ..	....	....	....
	3	Meeraj No. III.	100	Do. ..	....	....	....
	4	Meeraj No. IV.	100	Do. ..	....	....	....
	5	Mal[illegible]um	..	Do. ..	....	....	....
	6	Dhalgaum	..	Do. ..	....	....	....
	7	Mo[illegible]dey	..	Do. ..	....	....	....
	8	Mullugaum	..	Do. ..	....	....	....
				Total....	....	....	....
		All ratious.					
Kolhapur.	1	Arur	50	Carried on ..	....	108 0 0	....
	2	Mar[illegible]ur	50	Carried on ..	....	55 0 0	....
	3	Kasad (Ill Marathi School house)	100	.....	Completed.	1,271 0 0	....
					Total....	1,434 0 0	....
					Grand Total	22,723 12 9	....

Remark.—The School-houses were mostly built under the orders of the agency of Mamlutdars, a few works only in Dharwar Zilla being given on con themselves got the works done; and I must especially record my obligations, in intendent of Carwar. In Belgaum no works were in progress during the year.

continued.

(Kolhapur and Southern Maratha Country.)

EXPENDITURE.

From Local Fund.		From Municipal Fund.		From Popular Contributions.		From Fees.		TOTAL.
Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	Money drawn this year.	Money drawn in previous year.	
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
....	....	....	....	150 0 0	....	....	....	3,148 4 3
....	....	....	....	100 0 0	....	....	....	3,148 4 3
....	....	....	....	150 0 0	....	....	....	3,148 4 3
....	....	....	....	....	....	....	....	6,010 0 0
....	....	....	....	250 0 0	....	....	....	3,320 0 0
....	....	....	....	125 0 0	....	....	....	3,320 0 0
....	....	....	....	835 0 0	....	....	....	22,124 12 0
4,167 0 0	....	....	....	....	....	....	....	4,167 0 0
3,284 0 0	....	....	....	....	....	....	....	3,284 0 0
3,284 0 0	....	....	....	....	....	....	....	3,284 0 0
3,284 0 0	....	....	....	....	....	....	....	3,284 0 0
3,704 0 0	....	....	....	....	....	....	....	3,704 0 0
3,704 0 0	....	....	....	....	....	....	....	3,704 0 0
3,704 0 0	....	....	....	....	....	....	....	3,704 0 0
2,037 0 0	....	....	....	....	....	....	....	2,037 0 0
27,468 0 0	....	....	....	....	....	....	....	27,468 0 0
....	....	....	....	....	....	....	....	108 0 0
....	....	....	....	....	....	....	....	55 0 0
....	....	....	....	....	....	....	....	1,371 0 0
....	....	....	....	....	....	....	....	1,134 0 0
27,468 0 0	....	....	....	85 0 0	....	....	....	51,026 12 9

District Officers. In Dharwar and Kalladghi Zillas, chiefly through the tract by the Deputy Inspector. In Canara the Assistant and Deputy Collector this regard, to Mr. Candy, Acting First Assistant Collector, and Mr. Ingle, Super-

13. *Libraries :—*

A.—*Previously existing ; Return up to 31st December 1869.*

Name of Place.	Total Number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.			Expenditure.		
1	2	3	4	5	6			7		
Belgaum Sub-Division.					Rs.	a.	p.	Rs.	a.	p.
Belgaum	736	30	8	122	315	4	0	307	4	0
Chikodee	90	1	3	25	110	0	0	92	0	0
Gokak	110	35	5	...	79	0	0	79	0	0
Uthnee	40	2	12	25	74	0	0	90	0	0
Sumpgaum	12	5	15	5	203	6	0	215	12	0
Sowndattee	56	1	6	15	.....			.....		
Dharwar Sub-Division.										
Dharwar	1,018	18	52	8	232	0	0	140	0	0
Hoobleo	204	76	72	29	303	2	0	298	3	0
Nargoond	36	...	22	...	75	0	0	75	0	0
Bettigiri	24	2	..	10	.....			.....		
Kalladghi Sub-Division.										
Kalladghi	164	37	50	201	312	0	0	309	12	0
Bagulkote	65	43	37	15	540	14	0	419	11	0
Beejapoor	174	18	17	...	167	0	0	112	0	0
Canara Sub-Division.										
Carwar	842	30	56	45	750	0	0	325	0	0
Honore	76	...	...	...	...	..		50	0	0
Hullial	20	10	30	2	125	0	0	100	0	0
Libraries in Kolhapur, Sanglee, Meeraj, and Moodhole States.										
Kolhapur State.										
Kolhapur	689	7	45	76	345	7	0	214	1	0
Kagal	...	5	42	5	48	10	0	27	1	0
Sanglee State.										
Sanglee	575	23	30	306	513	0	0	513	0	0
Moodhole State.										
Moodhole	0	20	7	20	150	0	0	75	0	0

B.—*Newly Established.*

Name of Place.	Total Number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7
Kalladghi Sub-Division.					Rs. a. p.	Rs. a. p.
Indee	...	89	20	...	1,386 0 0	125 0 0
Canara Sub-Division.						
Coompta	149	...	32	10	600 0 0	100 0 0
Kolhapur State.						
Itchalkurunjee	...	...	43	...	121 14 0	0 9 6*
Azra.....	...	...	52	...	31 0 0	31 0 0*
Bowda.....	...	19	24	...	4 1 0	0 12 0*

Remarks.—These "Libraries," or, more properly, Newspaper rooms (only 2 or 3 of them, as at Belgaum, Dharwar, and Carwar, having any collection of books worth mentioning), generally owe their existence and continuance to the exertions and influence of educated and English-speaking Native officials, among whom I would specially mention the 1st Class Subordinate Judges of Bagulkote (Kalladghi) and Sirey (Canara), Messrs. Dayaram Mayaram and Virabhudrappa Mudivuluya Pandit; and Messrs. Rungrao Bheemajee, and Balwant Shitaram Naique, B.A., by whom libraries have been set on foot at Bagulkote, Coompta, Sirey, Indee (Kalladghi Zilla), and Beejapoor (that at Sirey after the end of the year under report).

* The Kolhapur Deputy Inspector says that these are reading-rooms.

14. *Spread of English:—*

A—*In Government Schools.*

Sub-Division.	Number of Schools.		Class of School.	Number studying English.		Increase.	Decrease.
	1868-69.	1869-70.		1868-69.	1869-70.		
Belgaum	1	1	High School	193	232	39	...
	1	1	1st Grade Anglo-Vernacular	147	137	...	10
	5	7	2nd Grade Anglo-Vernacular	91	154	63	...
	1	1	Training College	26	.....	...	26
Dharwar	1	1	1st Grade Anglo-Vernacular	66	87	21	...
	5	7	2nd Grade Anglo-Vernacular	104	156	52	...
Kalladghi ...	1	1	1st Grade Anglo-Vernacular	66	52	...	14
	4	5	2nd Grade Anglo-Vernacular	68	62	...	6
Canara.....	2	3	1st Grade Anglo-Vernacular	77	122	45	...
	6	5	2nd Grade Anglo-Vernacular	2	101	...	11
Total...	26	31		950	1,103	220	67
			Net Increase ..	.....	.....	153	...

B.—*In Private Schools under Inspection only.*

Sub-Division.	Number of Schools.		Class of School.	Number studying English.		Increase.	Decrease.
	1868-69.	1869-70.		1868-69.	1869-70.		
Kolhapur.....	1	1	High School	255	256	1	...
	8	9	2nd Grade Anglo-Vernacular	260	295	35	...
Meeraj.....	1	.....	1st Grade Anglo-Vernacular	52	.....	...	52
	.....	2	2nd Grade Anglo-Vernacular	.....	55	55	...
Moodhole ...	1	1	2nd Grade Anglo-Vernacular	5	17	12	...
Sanglee	1	1	1st Grade Anglo-Vernacular	61	47	..	14
	1	1	2nd Grade Anglo-Vernacular	35	23	..	12
			Total	668	693	103	78

15. *Number studying Classical Languages :—*

A.—*Sanscrit (Government Schools).*

Number of Schools.	Sub-Division.	Number studying Sanscrit.		Increase.	Decrease.
		1868-69.	1869-70.		
1	Belgaum (High School)	138	203	65	...
1	Dharwar	13	15	2	...
1	Kalladghi	15	20	5	...
	Total...	166	238	7	...

Number studying Sanscrit in Schools under Inspection only.

Number of Schools.	Sub-Division.	Number studying Sanscrit.		Increase.	Decrease.
		1868-69.	1869-70.		
2	Kolhapur	91	179	88	...
1	Meeraj	52	55	3	...
1	Sanglee	54	54	...	...
	Total...	197	288	91	...

B.—*Latin.*

Number of Schools.	Sub-Division.	Number studying Latin.		Increase.	Decrease.
		1868-69.	1869-70.		
1	Belgaum (High School)	34	...	...	34

16. *Employment of Educated Natives.*—18 first-class certificates were granted by me, and 10 second-class certificates by the Deputy Inspectors. Messrs. Ramchunder Venayck Vellunker and Bulwant Babajee Suhusruboodhé, Assistant Masters in Belgaum and Dharwar English Schools, respectively, got employments in the Police and Revenue Departments,—Mr. Vellunker was appointed as Fouzdar or Chief Constable, and Mr. Suhusruboodhé as a Clerk in the Dharwar Collector's Office. My Deputy of Kalladghi reports as follows:—"One matriculated; 2 candidates holding first-class and 4 holding second-class certificates have been employed during the year in public offices here." The Canara Deputy reports:—"Candidates holding second-class certificates have been employed in this Department as Masters and Assistants; some are studying English, and very few of them have got employments in the Revenue and other Departments."

17. *Remarks on Grant-in-Aid System.*—Only three schools in this Division are registered for grant-in-aid. Two of them were examined and had grants assigned to them under the rules. The third did not apply for examination.

18. *Table of different Castes under Instruction :—*

A.—*In Government Schools.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Mahomedans.	Parsees.	Others.	Total.
High Schools	154	.....	72	2	2	2	232
Middle Class Schools	1,078	570	725	164	3	101	3,211
Lower Class Schools	4,521	5,687	4,551	1,362	5	145	16,274
Female Schools	176	325	399	104	...	15	1,019
Normal Schools	55	... ..	22	... ..	..	2	79
Total.....	6,587	6,582	5,769	1,632	10	265	20,815

B.—*In Private Schools under Inspection only.*

Description of School.	Brahmins.	Cultivators.	Other Hindoos.	Mahomedans.	Parsees.	Others.	Total.
High Schools	193	50	12	.. ..	...	1	256
Middle Class Schools	170	69	381	31		8	1,358
Lower Class Schools	879	613	692	111	..	....	2,295
Female Schools	20	11	45	.	...	. .	80
Normal Schools	53	.. .	2	... .	..	... ..	55
Special Schools	51	.....	.....	. ..	..	.....	54
Total ..	2,075	715	1,134	145	.	9	4,108

Note.—No Return from Jamkhandee

19. Statement of the number of children of cess-payers attending 2nd Grade Anglo-Vernacular and Vernacular Schools.

Remarks on the working of the Educational Cess :—

In Government Schools only.

Collectorate.	At 2nd Grade Anglo-Vernacular Schools.	At Vernacular Schools.	Total.
Belgaum	310	2,450	2,760
Dharwar	384	2,875	3,259
Kalladghi	214	2,872	3,086
Canara	282	1,510	1,792
Total...	1,190	9,707	10,897

In this Division the number of children of cess-payers is more than half of the total number of children attending our schools. By the passing of the Act No. III. of 1869, the income of the Educational Cess has been increased as under :—

Collectorate.	Amount available before 1869-70.			Amount available after passing of Act No. III.		
	Rs.	a.	p.	Rs.	a.	p.
Belgaum	18,343	9	3	33,467	0	0
Dharwar	26,833	0	0	52,198	0	0
Kalladghi	18,289	9	11	28,882	12	3
Canara	14,957	9	4	18,013	0	0
Total...	78,423	12	6	1,32,560	12	3

Net Increase—54,136 15 9

Remarks.—It will be seen from the above that the amounts for Dharwar and Belgaum Collectorates have been nearly doubled this year. The increase will enable us to open new schools and build school-houses. The following applications for additional Vernacular Schools were received during the year under report :—

Applications received by the Deputy Educational Inspector, Belgaum Sub-Division			7
Ditto	Ditto	Dharwar	14
Ditto	Ditto	Kalladghi	31
Ditto	Ditto	Canara	38
		Total	90

Educational Cess expenditure in this Division is restricted entirely to Vernacular Schools and the training of Vernacular Masters. None of it is assigned to English or Higher Schools. It has not yet nearly supplied the demand for purely Vernacular Schools in cess-paying villages. Vernacular Schools are opened every year (as far as Educational funds allow and competent Masters can be got) on applications from cess-paying communities, or from Talooka Committees in their behalf. The people continue to apply for more Vernacular Schools, though their notion of schooling is limited to mere reading, writing, and doing sums ; and though they have little or no taste for any kind of "knowledge," or "Sirkaree vidya," as they sometimes call the modest requirement of our Vernacular School course in Grammar, Geography, and History. If Vernacular education is to hold the place it has hitherto held in the Bombay Education scheme, not only must Vernacular Schools be multiplied, but trained Masters must be supplied, who can show the people what is meant by Vernacular education, and make them appreciate and like it : and such Masters must have good pay and prospects.

It may be said that School Cess expenditure is not so strictly localized as it should be ; that, not only each Talooka, but each village in it, should have some educational advantages in return for its cess payments. This is difficult to arrange. Large cess-paying tracts perhaps have no village in them where a school would be well-attended, and places where there are Brahmins, and traders as well as cultivators, and where schools would flourish, perhaps pay very little cess. At present, the Talooka, not the village, is the unit of expenditure. As the School Cess collections in a village or group of villages are not enough to pay for a school, they are lumped into a Talooka fund, out of which schools are opened at places where they are likely to be well attended. In this way the larger towns or villages sometimes get schools at the

expense of distant cess-payers who have no school. To adjust these inequalities, the Director of Public Instruction has proposed (1) to credit each village with its cess-payments, and to divide each Talooka into groups of villages, placing a school in the middle of each group; and (2) to get a school-rate levied in towns.

The first of these desirable measures cannot be fairly carried out without the second, because the first would deprive several towns of schools now paid from cess; and the Vernacular Educational wants of towns can only be supplied by some such measure as the second.

20. *Cost per head of Instruction to Government Institutions:—*

	Cost per head. Rs. a. p.
(*a*) General ... Colleges	.....
High Schools	48 2 7
Middle Class Schools	.....
1st Grade Anglo-Vernacular School	22 8 6
2nd Grade. ditto ditto	5 5 1
Lower Class Schools	1 2 0
(*b*) Special Training Schools	74 9 7
(*c*) Female Schools	2 15 0

	Cost per head to Government. Rs. a. p.
Private Institutions receiving Aid from Government.	
A.—*On the System of Payment for Results.*	
(*a*) General ... Colleges	.....
High Schools	.....
Middle Class Schools	11 9 1
Lower Class Schools	.....

B.—*Not on the System of Payment for Results.*

(*Note.*—There are no such Schools in this Division.)

	Cost per head to the State. Rs. a. p.
Cost per head to the State of Instruction in States' Schools under Inspection only.	
Kolhapur State.	
(*a*) General ... High Schools	29 15 10
(*a*) General ... Middle Class Schools	7 10 0
(*a*) General ... Lower Class Schools	3 7 4
(*b*) Special (Training Schools)	74 7 6
(*c*) Female Schools	15 3 8
Meeraj State.	
(*a*) General ... High School	.....
(*a*) General ... Middle Class	47 1 0
(*a*) General ... Lower Class	3 15 1
Sanglee State.	
(*a*) General ... Middle Class Schools	18 4 0
(*a*) General ... Lower Class Schools	7 13 9
(*b*) Special	37 13 6
(*c*) Female	3 5 1
Moodhole State.	
(*a*) General ... Middle Class Schools	11 9 8
(*a*) General ... Lower Class Schools	

21. *Average monthly rate of Fees :—*

A.—*In Government Schools of different Grades.*	Rs. a. p.
High Schools	0 8 0
Middle Class Schools	0 4 1
Lower Class Schools	0 0 11
Female Schools	.....
* Normal Schools	0 3 8

A few paying students were admitted in the year.

	Cost per head to the State.
	Rs. a. p.
B.—*In Private (Aided) Institutions.*	
Middle Class Schools	0 8 3
C.—*In States' Schools under Inspection only.*	
High Schools	0 14 1
Middle Class Schools	0 2 8
Lower Class Schools	0 1 3
Female Schools	.....

22. *Statement showing the Appointments of Vernacular and Second Grade Anglo-Vernacular Teachers made during the year* 1869-70 :—

Sub-Division.	Trained.		Untrained.		Total.	Remarks.
	Masters.	Assistants.	Masters.	Assistants.		
Belgaum	3	...	1	2	6	* Out of these one was matriculated.
Dharwar	12	3	5	23	43	
Kalladghi	* 13	4	3	...	20	
Canara	7	...	9	...	16	
Total	35	7	18	25	85	

23. *Education of Minor Chiefs.*—The Deputy Inspector, Kolhapur, reports that he knows of no minor Chiefs who are not attending Schools (chiefly in Kolhapur), and some of them have private tutors also.

24. Of the three works mentioned at the end of my last year's Report, the Dharwar and Carwar High School-buildings have not yet been begun, owing to a difficulty (now happily solved I believe) about the Imperial grant; and the "Lingait Boarding-house" Scheme is at a stand-still for want of funds, in consequence of the untimely death of its patron, the late Swami of Chitrakuldoorga.

25. Measures and orders of the Director of Public Instruction, and what has been done about them :—

1. Training College New Rules (see above, under Training College). The new Rules have been introduced, as above noted. I have to report separately on certain of their details. Vernacular Masters have been selected in each Zilla to prepare pupil teachers for admission to the Training College; this also is to be separately reported on. The graduated pay rates of trained Masters, as ordered, are now to be provided for in Local Fund Budgets, in which provision has already been made for the full number of training students' stipends, and partly for new Training College buildings at Dharwar. The training of untrained Masters is being proceeded with, as far as trained students are ready to act for them; and provision for stipends, of Rs. 11 for Masters under training, is being made in Local Fund Budgets now to be submitted.

2. The system of "payments by results" has been introduced in part by small Local Fund Budget provisions for capitation and proficiency allowances to Masters, according to a modification of the Grant-in-aid Rules.

3. Local Fund Reserve Funds for Scholarships for cess-payers' children have been invested, as ordered, in Government Notes, in three out of the four Zillas, S. D. (the Canara Local Fund cannot afford the reserve). The carrying out of the scheme will be hereafter reported on in detail.

4. Provision for Masters' pensions from Local Funds is now being made in budgets about to be submitted.

5. The Director of Public Instruction's scheme for training Schoolmistresses for Girl's Schools has been notified to the people, but no realization of it has yet been possible.

6. *Special education for Mussalmans, including Girls' Schools.* —I have reported that I do not think this measure quite practicable at present; but I have sent for returns of Mussalman cess-payers, and have reserved 10 studentships in the Training College for Mussalman candidates, if forthcoming.

7. The Grant-in-aid Standards have been revised and re-distributed, and the functions of schools of all grades have been further defined.

8. Proposal for revising Howard's Reading Series have been submitted.

9. Funds have been provided for Sanscrit teachers in the Training College and in 1st Grade Anglo-Vernacular Schools. Applications from Shastries have been received by me, from which probationary teachers have been selected, subject to further examination under the Director of Public Instruction's orders.

10. Rules for framing and submitting Local Fund Budgets have been fixed.

11. A Committee for the encouragement of Canarese literature, and for the supply and revision of Canarese school books, has been appointed, and those invited have consented to act.

12. I have referred above, under "Remarks on Educational Cess," to the Director of Public Instruction's two measures for providing Vernacular Schools for villages and towns respectively, and have submitted my opinion, that they ought to be carried out, if possible, simultaneously. The levy of a school rate in towns is, I believe, still under the consideration of Government.

26. I have the pleasure of testifying, as usual, to the general interest taken in Educational matters by Officers of the Revenue, Judicial, Political, and other Departments, to whose aid and encouragement so much must be owing of whatever Educational progress is made in the present state of popular feeling and opinion in this country.

W. A. RUSSELL,
Educational Inspector, S. D.

A 4.

REPORT BY J. G. MOORE, Esq., C.S., EDUCATIONAL INSPECTOR IN SIND, FOR 1869-70.

No. 331 of 1870-71.

Educational Inspector's Office,
Kurrachee, 14th June 1870.

From The EDUCATIONAL INSPECTOR IN SIND,

To The DIRECTOR OF PUBLIC INSTRUCTION, Bombay.

SIR,—I have the honour to submit my Annual Report on the state and progress of Education during the year 1869-70.

2. There is no change to announce in the area of the Province, and, as regards population, I think that the figures given in my last Report (1,796,916) may be adopted.

Changes in the personal of the Department.

3. (1) Mr. Tulsidas Devidas Soda, 1st Assistant Master, Kurrachee High School, obtained permission to join the Judicial Department as Acting Judge of the Subordinate Civil Court of Meerpoor Buttora, and (2) Mr. Tapidas Dyaram Metha, M.A., was appointed to succeed to Mr. Soda; (3) Mr. Ballaji Vinayek Gokhley resigned his appointment as Head Master of the 1st Grade Anglo-Vernacular School, Kurrachee, for a situation in the Central Provinces, and (4) Mr. Wamon Khanderao Waidya, an undergraduate of the Bombay University, filled the vacancy thus caused; (5) Mr. Chaitanram Awatrai was appointed Tutor to the sons of Meer Futtekhan; (6) Mr. Daolatram Suratsing obtained the situation of Head Master, 1st Grade Anglo-Vernacular School, Sukkur; and (7) Mr. Naro Govind Datar, F.C.E., joined the Hydrabad Engineering School as Head Master.

4. The actual expenditure during the year is given in the following Statement, which shows a total increase of Rs. 27,541-5-11, in the proportion of Rs. 2,271-0-11 from Imperial and Rs. 25,270-5-0 from Local Funds:—

Heads of Charges.	From Imperial Funds.	From Local Funds.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
A.—*Divisional Expenditure.*			
Inspection and Subsidiary Charges	17,739 9 4	1,891 15 1	19,631 8 5
Instruction ; *i. e.*, Ordinary Expenses of Schools	25,156 12 3	68,907 15 11	94,064 12 2
Extraordinary Grants	1,062 9 0	.....	1,062 9 0
Buildings	6,075 0 0	10,517 14 8	16,592 14 8
B.—*General Expenditure.*			
Book Department	7,148 9 7	65 15 0	7,214 8 7
Translation Department	305 0 0	.....	305 0 0
Total Expenditure during 1869-70	57,487 8 2	81,383 12 8	1,38,871 4 10
Total Expenditure during 1868-69	55,216 7 3	56,113 7 8	1,11,329 14 11
Increase	2,271 0 11	25,270 5 0	27,541 5 11
Decrease	.....	.....	.....
Net Increase	.....	.....	27,541 5 11

Causes of Increase and Decrease.

5. The principal items of increase are :—

	Imperial.	Local.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Inspection	884 8 11	112 5 6	
Instruction	495 12 1	22,402 9 10	
Buildings	2,887 8 0	3,014 6 8	
Translation Department	5 0 0	.....	
	4,272 13 0	25,529 6 0	29,802 3 0
Deduct Decrease—			
Extraordinary Grants	586 7 7	.....	
Book Department	1,115 4 6	259 1 0	
	2,001 12 1	259 1 0	2,260 13 0
Net Increase	2,271 0 11	25,270 5 0	27,541 5 11

Inspection.

6. Under this head the increase is chiefly due to the larger amount of travelling allowance drawn by the Deputy and Assistant Deputy Educational Inspectors, in consequence of their extended tours, and also to their contingent expenditure. I shall presently show that these officers were more active in their tours and in the work of inspection and examination of schools under their charge than in the previous year.

Instruction.

7. Fifty-four new schools (Primary and Female) were opened during the year, and the expenditure connected with the seven new schools, which were reported as having been opened at the close of the year 1868-69, was debited as a new charge in the year 1869-70: these facts sufficiently account for the increase under this heading.

Buildings, Rs.16,592-14-8.

8. This amount includes an expenditure of Rs. 4,000 granted by Government in aid of the St. Patrick's School Building Fund. If this sum be deducted from the total expenditure a balance of Rs. 12,592-14-8 would remain; and this balance is easily accounted for when I state that 11 new school-houses were erected during the year.

Translation Department.

9. This small increase (Rs. 5) does not call for remark.

Extraordinary Grants.

10. Several students who were in receipt of the special allowances notified at page 789 of the *Government Gazette*, dated 28th February 1867, left school, and their stipends were discontinued; consequently a decrease of Rs. 586-7-7 is shown under this head.

Book Department.

11. Compared with the expenditure during the year 1868-69 there is a decrease of Rs. 1,671-5-6 under this heading. The fixed grant of Rs. 6,000 has again been exceeded. This, however, is not extraordinary, as it is altogether inadequate. But for the exercise of great care on my part, the excess would have been much larger.

12. The following Tables show the details of Expenditure from Local Funds :—

(*a*) *Comparison of total Expenditure in each Collectorate with that of the previous year.*

Collectorates.	1868-69.	1869-70.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee.....	17,433 0 8	22,083 0 5	4,649 15 9	... ..
Hydrabad	24,551 11 7	28,875 5 3	4,323 9 8	.. ..
Shikarpoor	14,128 11 5	30,425 7 0	16,296 11 7	.....
Total.....	56,113 7 8	81,383 12 8	25,270 5 0	.....

(*b*) *Analysis of Expenditure from Local Funds.*

Collectorates.	Sind Scholarship Fund.	School Fee Fund.	Educational Cess Fund.	Municipal and Popular Contributions.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	656 12 5	4,786 15 7	12,903 1 0	3,746 3 5	22,083 0 5
Hydrabad	660 0 0	3,765 11 7	18,956 4 0	5,593 5 8	28,875 5 3
Shikarpoor...	.....	858 8 5	18,143 2 1	11,423 12 6	30,425 7 0
Total ..	1,116 12 5	9,411 3 7	50,002 7 1	20,763 5 7	81,383 12 8

(c) *Detail of Expenditure from Educational Cess.*

Collectorates.	Inspection.	High Schools.	Middle Class Schools.	Lower Class Schools.	Training or Normal Schools.	Engineering Schools.	Female Schools.	School Buildings and Repairs.	Scholarships, Exhibitions, Books, Prizes, and Furniture.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Kurrachee ...	1,204 0 0	2,707 5 10	3,632 6 8	2,322 2 1	.....	...	857 9 2	1,173 9 3	1,096 0 0	12,993 1 0
Hydrabad ...	647 15 1	3,386 13 2	3,239 6 11	4,801 0 6	908 14 8	886 2 9	1,093 14 8	224 13 9	3,767 2 6	18,956 4 0
Shikarpoor ...	40 0 0	.....	425 13 0	5,000 1 10	417 15 0	...	1,434 10 8	8,474 8 5	2,350 1 2	18,143 2 1
Total...	1,891 15 1	6,094 8 0	7,297 10 7	12,123 4 5	1,326 13 8	886 2 9	3,386 2 6	9,872 15 5	7,213 3 8	50,092 7 1

(*d*) *Detail of Fee Fund Expenditure.*

Collectorates.	Salaries.	Servants.	Contingencies.	Books and Prizes.	Dead Stock.	Repairs.	Scholarships and Exhibitions.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. s.	Rs. a. p.	Rs a. p.	Rs. a. p.	Rs. a. p.
Kurrachee	1,263 10 1	415 0 0	2,288 3 6	175 0 0	635 2 0	10 0 0	.....	4,786 15 7
Hydrabad	1,577 8 10	232 0 0	1,006 10 9	140 0 0	690 0 0	108 8 0	21 0 0	3,765 11 7
Shikarpoor	181 5 4	128 0 0	362 0 7	70 0 0	117 2 6	.....	.....	858 8 5
Total.....	3,022 8 3	775 0 0	3,656 14 10	385 0 0	1,442 4 6	118 8 0	21 0 0	9,411 3 7

13. The expenditure incurred by Private Schools during the year under report is embodied in the subjoined Form :—

Heads of Charges.	Amount.
	Rs. a. p.
A.—*Divisional Expenditure.*	
Inspection and Subsidiary Charges	.....
Instruction ; *i.e.*, Ordinary Expenses of Schools...	19,985 12 0
Extraordinary Grants	.....
Buildings	25,291 12 2
B.—*General Expenditure.*	
Book Department	.....
Translation Department	.....
Total.....	*45,277 8 2

	Rs. a. p.
* *Note.*—European and Indo-European School, Kurrachee ..	7,403 11 11
Saint Patrick's School, Kurrachee	28,422 0 0
Mission School, Kurrachee	4,960 0 0
Mission School, Hydrabad...	4,491 12 3
	45,277 8 2

14. *Comparative Table of Receipts from Fees under different Grades of Schools:—*

Sub-Division.	1868-69.							1869-70.							Increase.	Decrease.
	High Schools.	Middle Class Schools.	Lower Class. Schools.	Female Schools.	Special Schools.	Normal Schools.	Total.	High Schools.	Middle Class Schools.	Lower Class. Schools.	Female Schools.	Special Schools.	Normal Schools.	Total.		
	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				Rs. a. p.	Rs. a. p.	
Kurrachee	795 0 0	757 2 0	647 7 0	...	...	...	2,199 9 0	1,011 0 0	850 11 0	861 5 0	...	...	...	2,723 0 0	523 7 0	...
Hydrabad	991 0 0	1,043 5 0	680 15 0	...	...	...	2,714 4 0	1,380 7 0	997 5 0	353 14 0	...	...	...	2,911 10 0	197 6 0	...
Shikarpoor	.....	633 2 0	292 9 0	...	...	...	925 11 0	.....	668 15 6	453 10 0	...	...	...	1,122 9 6	196 14 6	...
Total	1,786 0 0	2,432 9 0	1,620 15 0	...	...	...	5,839 8 0	2,391 7 0	2,516 15 6	1,848 13 0	...	...	...	6,757 3 6	917 11 6	...

15. This Table shows an increase of Rs. 917-11-6 in receipts from fees over the previous year. About two-thirds of this increase is derived from High Schools, and one-third from Middle and Lower Class Schools.

16. The entire Income of the Department during the year under report was as follows :—

Imperial Fund.	School Fee Fund.	Educational Cess Fund.	Municipal or Popular Contributions.	Sale Proceeds of Books.	Miscellaneous Receipts.	TOTAL.
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
*60,084 1 6	6,757 8 0	18,033 5 10	19,216 9 10	2,269 15 6	355 8 7	1,41,552 12 3

	Rs. a. p.
Note.—Budget Grant of the Sind Division.....	40,066 0 0
Add amount actually paid from the General Educational Grants for the Presidency :—	
Grant-in-Aid to Private Institutions	4,450 8 0
Grants for Building purposes	6,075 0 0
Special Allowance to the Students of European and Eurasian parentage	1,062 0 0
	60,634 1 0

17. *Table of objects of Expenditure :—*

On what Account.	From Imperial Fund.	From Local Fund.	Total.
1	2	3	4
Government Institutions.	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) General — Colleges	.....	.....	.....
(a) General — High Schools	6,808 7 6	14,539 10 5	*21,348 1 11
(a) General — Middle Class Schools	3,309 11 11	19,524 11 7	22,834 7 6
(a) General — Lower Class Schools	5,910 11 10	23,748 13 7	29,659 9 5
(b) Special Schools	4,380 6 3	5,149 9 10	9,530 0 1
(c) Female Schools	266 14 9	5,945 2 6	6,212 1 3
Private Institutions receiving Aid from Government.			
A.—*On the System of Payment by Results.*			
(a) General — Colleges	.....	.....	.....
(a) General — High Schools	3,232 0 0	.....	3,232 0 0
(a) General — Middle Class Schools	1,248 8 0	.....	1,248 8 0
(a) General — Lower Class Schools	.....	.....	.....
(b) Special Schools	.....	.....	.....
(c) Female Schools	.....	.....	.....

B.—*Not on the System of Payment by Results.*

(*a*) General — Colleges	.....	.....	.....
(*a*) General — High Schools	.....	.....	.....
(*a*) General — Middle Class Schools	.....	.....	.....
(*a*) General — Lower Class Schools	.....	.....	.....
(*b*) Special Schools	.....	.....	.....
(*c*) Female Schools	.....	.....	.....
Book Department	7,148 9 7	65 15 0	7,214 8 7
Translation Department	305 0 0	.....	305 0 0
Buildings	6,075 0 0	10,517 14 8	16,592 14 8
Special Allowance	1,062 9 0	.....	1,062 9 0
Total	39,747 14 10	79,491 13 7	1,19,239 12 5

* Kurrachee High School ..... Rs. 10,896 0 0

Hydrabad High School ..... „ 10,452 1 11

18. The results of expenditure on *(a) Inspection* is shown in the following Table :—

By whom examined.	Class of School.	Number of Schools in Sub-Division.	Number of separate Schools examined.	Government Schools.			Private Aided Schools.			Schools not Aided but under Inspection only.			Remarks.
				Number of Boys presented for examination at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Number of Boys presented for examination at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examinations.	Number of Boys presented for examination at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examinations.	
J. G. Moore, Esq., C.S., Educational Inspector in Sind.	High Schools	...	4	18	.....	.....	184	...	...	.....	.....	.....	
	Middle Class Schools	...	2	.....	.....	.....	94	...	...	.....	.....	.....	
Rao Saheb Narayen Jagnath Waidya, Deputy Educational Inspector in Sind ...	High Schools	...	2	125	.....	.....	.....	...	...	.....	.....	.....	
	Middle Class Schools	8	8	532	3	70	.....	...	...	.....	.....	.....	
	Lower Class Schools	20	16	400	19	305	.....	...	...	.....	.....	.....	
	Female Schools	5	4	45	2	28	.....	...	...	.....	.....	.....	
	Normal Schools	2	2	45	.....	.....	.....	...	...	.....	.....	.....	
Mr. Pribdass Annadram, Assistant Deputy Educational Inspector, Hydrabad	Middle Class Schools	5	4	100	6	170	.....	...	...	.....	.....	.....	
	Lower Class Schools	39	31	634	56	1,297	.....	...	...	.....	.....	.....	
	Female Schools	11	11	114	51	320	.....	...	...	.....	.....	.....	
Mr. Meeya Mahomed, Assistant Deputy Educational Inspector, Shikarpoor	Lower Class Schools	51	48	1,007	80	1,977	.....	...	...	.....	.....	.....	
	Female Schools	13	13	149	30	473	.....	...	...	.....	.....	.....	
	Total	154	145	3,259	247	4,730	278	...	...	.....	.....	.....	

19. The above Table shows that out of 161 schools, 145 were examined during the year, the balance not examined being schools established at the close of the year. It will be observed that 3,143 pupils were presented at the first examination; this number distributed over 145 schools gives an average of nearly 22, while at the second examination 4,730 pupils were presented at 247 examinations, giving an average of 19 per school: the latter are not so strict as the former examinations, which are held in accordance with the standards. On revisiting schools, Inspecting Officers pay more particular attention to the weak points discovered at the first regular examinations; there are also necessarily a number of boys in each school who are not presented for examination under the standards.

20. During my tour with the Commissioner in Sind, which ended in March last, I visited the schools noted in the magin, and, except in one or two instances, I was generally satisfied with the state of the schools and the progress of the pupils. The weakest subjects were, as a rule, History and Geography; but attention has been called to the necessity for improvement in that direction.

4 Anglo-Vernacular Schools.
12 Vernacular Schools.

21. The results of Expenditure on (*b*) *Instruction* is shown in the following Table:—

Institutions.	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance, to Average Monthly Number on the Rolls.
I.—Government Institutions.				
At Colleges not affiliated	.....	.....	.....	.....
At Higher Class Schools { Kurrachee	1	90·4	70·6	1·78
At Higher Class Schools { Hydrabad.	1	126·4	101·6	1·80
At Middle Class Schools { 1st Grade.	3	327·36	255·59	1·78
At Middle Class Schools { 2nd Grade	10	918	649	1·70
At Lower Class Schools	110	4,721	3,511	1·74
At Female Schools	29	852	697	1·81
At Normal Schools { Hydrabad.	1	30	25·5	1·85
At Normal Schools { Sukkur	1	19·63	15·92	1·82
At the Engineering School, Hydrabad	1	15·41	10·46	1·67
II.—Private Aided Institutions.				
A.—*On the System of Payment by Results.*				
At Colleges not affiliated	.....	.....	.....	.....
At Higher Schools { Indo-British School, Kurrachee	1	115	91·6	1·79
At Higher Schools { Saint Patrick's School	1	154	140	1·90
At Middle Class Schools { 1st Grade.	2	211·25	163	1·77
At Middle Class Schools { 2nd Grade.	.....	.....	.....	.....
At Lower Class Schools	.....	.....	.....	.....
At Female Schools	.....	.....	.....	.....
At Normal Schools	.....	.....	.....	.....
At other Schools for special education	.....	.....	.....	.....
B.—*Not on the System of Payment by Results.*				
(None.)				
III.—Private Institutions under Inspection only.				
(None.)				
Total	161	7,580·45	5,731·24	1·75

22. The subjoined Table exhibits the *Increase and Decrease in Schools and Scholars, both Government and Private:—*

Institutions.	Number of Schools.				Number of Scholars.			
	1868-69.	1869-70.	Increase.	Decrease.	1868-69.	1869-70.	Increase.	Decrease.
I.—Government Institutions.								
Colleges	...	...	...	...	...	...	...	...
High Schools	2	2	...	...	186	204	18	...
Middle Class Schools	12	13	1	...	1,138	1,229	165	74
Lower Class Schools	64	110	48	2	3,193	5,840	2,936	289
Female Schools	22	29	9	2	659	931	384	112
Normal Schools	2	2	...	...	37	44	7	...
Special Schools	1	1	...	...	2	13	11	...
II.—Private Aided Institutions.								
A.—*On the System of Payment by Results.*								
Colleges	...	...	...	...	...	...	...	...
High Schools	2	2	...	...	281	256	...	25
Middle Class Schools	2	2	...	...	260	224	...	36
Lower Class Schools	...	...	...	...	...	...	...	...
Female Schools	...	...	...	...	...	...	...	...
Normal Schools	...	...	...	...	...	...	...	...
Special Schools	...	...	...	...	...	...	...	...
B.—*Not on the System of Payment by Results.*								
(None).	...	...	...	...	...	...	...	...
III.—Private Institutions under Inspection only.								
(None.)	...	...	...	...	...	...	...	...
Total	107	161	58	4	5,753	8,741	3,521	536

2°. *Detail of the above :—*

COLLECTORATE OR SUB-DIVISION.	HIGH SCHOOLS.						FIRST GRADE ANGLO-VERNACULAR SCHOOLS.						2ND GRADE ANGLO-VERNACULAR SCHOOLS.						PRIMARY SCHOOLS.					
	1868-69.		1869-70.		Increase.		1868-69.		1869-70.		Increase.		1868-69.		1869-70.		Increase.		1868-69.		1869-70.		Increase.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
I.—GOVERNMENT INSTITUTIONS.																								
Kurrachee	1	85	1	91	...	6	1	77	1	102	...	25	3	250	3	291	...	41	13	735	20	1,098	7	397
Hydrabad	1	101	1	113	...	12	1	182	1	163	...	19	4	281	5	329	1	79	23	1,245	39	1,853	16	769
Shikarpoor	...	...	...	...	...	...	1	55	1	56	...	1	2	293	2	288	...	19	28	1,213	51	2,589	25	1,770
Total	2	186	2	204	...	18	3	314	3	321	...	20	9	824	10	908	1	139	64	3,193	110	5,840	48	2,936
II.—PRIVATE AIDED INSTITUTIONS.																								
A.—*On the System of Payment by Results.*																								
Kurrachee	2	281	2	256	...	...	1	115	1	101	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hydrabad	...	...	...	...	...	...	1	147	1	123	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Shikarpoor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	281	2	256	...	...	2	262	2	224	...	...	...	...	...	...	...	...	...	...	...	...	...	...
B.—*Not on the System of Payment by Results.* (None.)																								
III.—PRIVATE INSTITUTIONS UNDER INSPECTION ONLY. (None.)																								
Grand Total	4	467	4	460	...	18	...	25	5	574	5	545	...	20	...	57	9	824	10	908	1	139	...	55	64	3,193	110	5,840	48	2,936	2	289

Collectorate or Sub-Division.	Normal Schools.						Special Schools.						Female Schools.						Total.							
	1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.		1868-69.		1869-70.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
I.—Government Institutions.																										
Kurrachee									1	20	5	177	4	157	...	...	19	1,167	30	1,759	11	626	...	34		
Hydrabad	1	23	1	23	...	...	...	...	1	2	1	13	...	11	...	...	10	262	11	285	3	108	2	85	41	2,096	59	2,779	20	979	2	296
Shikarpoor	1	14	1	21	...	7	...	...	...	...	...	...	...	...	...	...	11	377	13	469	2	110	...	27	43	1,952	65	3,723	27	1,916	2	145
Total.....	2	37	2	44	...	7	...	...	1	2	1	13	...	11	...	...	22	659	29	931	9	384	2	112	103	5,215	157	8,261	58	3,521	4	475
II.—Private Aided Institutions.																										
A.—*On the System of Payment by Results.*																										
Kurrachee	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	394	3	357	...	...	...	37
Hydrabad	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	147	1	123	...	...	...	24
Shikarpoor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	...	...	...	...
Total.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	541	4	480	...	...	...	61
B.—*Not on the System of Payment by Results.* (None.)																										
III.—Private Institutions under Inspection only. (None.)																										
Grand Total.....	2	37	2	44	...	7	...	...	1	2	1	13	...	11	...	...	22	659	29	931	9	384	2	112	107	5,756	161	8,741	58	3,521	4	536
																												Deduct Decrease....			4	536
																												Net Increase			54	2,985

24. The preceding Table shows a net increase of 54 Government Schools and 3,046 scholars, and a decrease of 61 scholars in Private Institutions. In Government High Schools the attendance has risen from 186 to 204 boys, giving an increase of 18 students, while in 1st Grade Anglo-Vernacular Schools 7 additional pupils are shown. This increase would have been larger but for a falling off (17 boys) in the attendance at the Hydrabad Anglo-Vernacular School. One 2nd Grade Anglo-Vernacular School was opened during the year at Adam ka Tanda, and the Municipal Commissioners have contributed the liberal sum of Rs. 40 per mensem in aid of the school, which is attended by 79 scholars.

High Schools.

1st Grade Anglo-Vernacular Schools.

2nd Grade Anglo-Vernacular Schools.

Forty-eight Primary Schools, with an attendance of 2,936 scholars, were established, and two such schools were closed during 1869-70. This large increase in the number of new schools is chiefly due to the introduction of the Hindu-Sindhi character, by means of which access to education has been given to hundreds of children against whom the door to learning was closed in consequence of the exclusive use of the Arabic-Sindhi character in our schools. There were at the close of the year altogether 25 Hindu-Sindhi schools, attended by 1,794 boys; and eight of these schools, with an attendance of 876 boys, were established in the large town of Shikarpoor through the influence of the Hoozoor Deputy Collector, Dewan Hadhumal, whose zealous co-operation can always be secured. As has been already stated, the total attendance in Vernacular Schools gives a net increase of 2,647 students; but, at the same time, I regret to state that in some of the older schools the attendance has decreased, owing to a very severe outbreak of cholera, followed by a fatal type of fever. When I was travelling about during the cold weather, the cholera had disappeared, but the fever was still prevalent. The consequence was that some of the schools I visited were nearly empty, although the number of scholars on the rolls was comparatively large. The Engineering School at Hydrabad, and Normal Schools at Hydrabad and Sukkur, show a steady rise of 11 and 7 scholars, respectively.

Primary Schools.

The Engineering and Normal Schools.

Female Schools.

Under this heading there is a net increase of 7 schools with 272 pupils, a result which reflects much credit on the Deputy Educational Inspector and his Assistants. I am also very much indebted to Mr. Graves, the Deputy Collector in charge of the Halla Division, for the assistance which he has rendered to the cause of female education.

25. The summary of *Net Increase and Decrease* is as follows :—

Institution.	Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.
Government Institutions.				
High Schools	.....	18	.....	.....
Anglo-Vernacular Schools ...	1	91	.....	.....
Vernacular Schools.....	46	2,647	.....	.....
Female Schools	7	272	.....	.....
Normal Schools	.....	7	.....	.....
Engineering School	.....	11	.....	.....
Private Institutions.				
High Schools	.....	.....	.....	25
Anglo-Vernacular Schools ...	.....	.....	.....	36
Total Increase.....	54	3,046	.....	61
Deduct Decrease.....	.....	61	.....	.....
Net Increase.....	54	2,985	.....	.....

26. Eight applications for schools were received from cess-payers residing at the undermentioned villages :—

Kurrachee—1 Jahee ; Hydrabad—2 Berance, 3 Durbela, and 4

Matharee; Shikarpoor—5 Patt and 6 Kundra; Thurr and Parkur—7 Saugar and 8 Kusba schools were established at Nos. 4, 6, and 8 during the year 1869-70, and since the close of the year at No. 3 and 7. In addition to the above, I received, in reply to a reference which I made to the several Deputy Collectors in charge of Divisions, lists of places at which they considered it advisable to have schools; and when the result of the Normal School Examinations was known, I sent Masters to Kurrachee—1 Jerruck; Hydrabad—2 Belonee and 3 Bagaka Tanda; Shikarpoor—4 Mathelo and 5 Wangun.

27. You were good enough, on my representation, to allow the appointment of other than trained Masters for Schools in Thurr and Parkur and for Hindu-Sindhi Schools, as the state of education in the province required this relaxation of the Departmental Rules; otherwise many villages which now boast of schools would still have remained without the means of education.

28. The results of Instruction in Government and Private Schools in point of quality, as shown by Numbers passed under different heads of the several Standards :—

Government Institutions.

A.—*Standards for Anglo-Vernacular Schools.*

Class of School.	Number of separate Schools examined.	Number of average attendance of Schools, &c.	Number of Boys presented at first examinations.	Number of second examinations of same Schools.	Number of Boys presented at second Examinations.	Total number of Boys examined under Standards.	Number of Scholars Passed.																	
							Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				Standard VI.
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	
High Schools	2	171·12	143	...	...	143	...	...	...	...	...	...	...	...	55	78	54	61	30	63	23	28	13	10	8	15	* 1
1st Grade Anglo-Vernacular Schools	3	255·36	190	...	...	190	84	90	58	91	48	49	49	40	5	6	5	5	4	6	4	6	...	...	...	...	...
Total	5	426·05	333	...	...	333	84	90	58	91	48	49	48	40	60	84	59	63	34	39	27	34	13	10	8	15	1

* From Hydrabad High School.

B.—*Standards for Anglo-Vernacular and Vernacular Schools.*

Class of School.	Number of separate Schools examined.	Number of average attendance at Schools examined.	Number of Boys presented at first examination.	Number of second examinations of same Schools.	Number of Boys presented at second examination.	Total Number of Boys examined under Anglo-Vernacular Standards.	Total Number of Boys examined under Vernacular Standards.
2nd Grade Anglo-Vernacular Schools	9	672	442	9	240	136	306

Class of School.	Scholars passed under Anglo-Vernacular Standards.												Scholars passed under Vernacular Standards.											
	Standard I.				Standard II.				Standard III.				Standard IV.				Standard I.				Standard II.				Standard III.				Standard IV.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.		1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
2nd Grade Anglo-Vernacular Schools	47	47	38	37	27	30	22	20	23	37	20	20	4	4	4	4	126	124	120		81	68	85	73	41	49	49	40	1	6	0	4	5	6	6	5

C.—*Standards for Vernacular Schools.*

Class of School.	Number of Separate Schools examined.	Number of average attendance of Schools examined.	Number of Pupils presented at first examination.	Number of second examinations.	Number of Pupils presented at second examination.	Total number of Pupils examined under Standards.	Standard I.		Standard II.		Standard III.				Standard IV.				Standard V.			
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Primary Schools (Boys	95	3511	2135	155	3669	2131	941	932	915	454	514	525	247	217	238	238	185	56	67	70	40	.....
Primary Schools (Girls	28	697	304	83	821	308	111	212	170	...	22	12	...	...	...	...	...	...	.....	.....	.....	.....
	123	4208	2439	238	4490	2439	1052	1144	1085	454	536	537	247	217	238	238	185	56	67	70	40	.....

PRIVATE INSTITUTIONS.

A.—*Standards for European and Eurasian and for English-teaching Schools.*

CLASS OF SCHOOL.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number Pupils presented at first examination.	Number of second examination of same Schools.	Number of Pupils presented at second examinations.	Number of Pupils examined under Standards.	NUMBER OF SCHOLARS PASSED.														STANDARD VI.
							STANDARD I.				STANDARD II.				STANDARD III.				STANDARD IV.		STANDARD V.		
							1st Head.	2nd Head.	3rd Head.	Needle-work.	1st Head.	2nd Head.	3rd Head.	Needle-work.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	1st Head.	2nd Head.	
High Schools.....	2	331	184	...	...	184	53	46	51	21	57	50	60	22	30	43	41	31	10	0	6	5	1

																			3rd Head.	4th Head.	3rd Head.	4th Head.	
																			1	3	6	7	
																			9	13	6	7	
																			3	3	6	7	
																			Needle-work.	4th Head.	2nd Head.	3rd Head.	
																			STANDARD VI.				

B.—*Standards for Anglo-Vernacular Schools.*

CLASS OF SCHOOL.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number Pupils presented at first examination.	Number of second examination of same Schools.	Number of Pupils presented at second examinations.	Number of Pupils examined under Standards.	NUMBER OF SCHOLARS PASSED.														STANDARD VI.
							STANDARD I.				STANDARD II.				STANDARD III.				STANDARD IV.		STANDARD V.	
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	1st Head.	2nd Head.
1st Grade Anglo-Vernacular Schools	2	103	94	...	...	94	19	14	13	17	22	20	20	20	13	15	12	13	11	13	8	14	5	7	2	3

29. *Remarks on Progress.*—Sixty boys from the Kurrachee High School were presented for examination, with the following result :—

Government Schools.
High Schools.

Standard V.; 6 Boys Examined.

2 passed in all the heads.
1 „ three heads.
2 „ two heads.
1 „ one head.

Standard IV.; 15 Boys Examined.

4 passed in all the heads.
5 „ three heads.
1 „ two heads.
4 „ one head.
1 failed altogether.

Standard III.; 39 Boys Examined.

9 passed in all the heads.
11 „ three heads.
15 „ two heads.
3 „ one head.
1 failed altogether ; or—

		V.		IV.		III.		
Passed in	Mathematics	2	+	6	+	17	=	25
	English	6	+	9	+	29	=	44
	General Knowledge ...	3	+	9	+	21	=	33
	Vernacular.....	5	+	13	+	34	=	52

30. It will be observed that the number of students passed in English, Vernacular, Mathematics, and General Knowledge, give a percentage of 72·99, 86·66, 41·66, and 55· respectively, and that 25 per cent. of boys passed in all the heads of the 3 standards, 28 in three heads, 30 in two heads, and only 13 in one head. The failure

gives a percentage of 3 to the number presented for examination, viz. 60.

31. The Hydrabad High School presented 83 boys for the last examination, and the result was : —

Standard V.; 12 *Boys Examined.*

4 passed in all the heads.
4 „ three heads.
4 „ two heads.
... „ one head.

Standard IV.; 26 *Boys Examined.*

8 passed in all the heads.
11 „ three heads.
5 „ two heads.
6 „ one head.

Standard III.; 45 *Boys Examined.*

25 passed in all the heads.
12 „ three heads.
6 „ two heads.
2 „ one head ; or—

	V.	IV.	III.	
Mathematics.....	11	+ 21	+ 38	=73
English.....	9	+ 19	+ 35	=63
General Knowledge.....	5	+ 14	+ 33	=52
Vernacular	11	+ 20	+ 44	=75

Percentage per heads—

Passed in all the heads	41·57
„ three	32·26
„ two	18
„ one	4·81

Percentage per subjects—

Mathematics	87·95
English	75·90
General Knowledge	62·65
Vernacular	90·80

None of the boys in the Hydrabad High School failed altogether. This Institution still retains its superiority over the Kurrachee High School, but I have much pleasure in stating that both these Institutions are progressing favourably. Twelve students from Sind were presented for the Matriculation Examination, but of these two only were successful—one from the Hydrabad High School, and the other from the Kurrachee Mission School. The Hydrabad student has joined the Elphinstone College. The result of the Matriculation Examination appears to have been unfavourable to many of the Educational Institutions throughout the Presidency who sent up candidates; but if the number of successful students be compared with the number presented by each school, Sind did not make a worse show than other Divisions.

Kurrachee High School,	5
Hydrabad High School,	4
Kurrachee Mission School,	2
Hydrabad Mission School,	1

32. One hundred and ninety boys were presented for examination from the 1st Grade Anglo-Vernacular Schools noted in the margin. Among these, the Hydrabad School occupies the first place, both as regards the number examined and passed. Excepting in Geography and History under Standard I., the examinees acquitted themselves creditably. The successful candidates bear the following percentage to the number examined:—

1st Grade Anglo-Vernacular Schools.

Kurrachee	43
Hydrabad	113
Sukkur.....	34

Mathematics	74·21
Vernacular	79·47
General Knowledge	60·52
English	74·73

33. There are ten schools of this description: they are presided over by well-educated and efficient Masters, among whom are a few undergraduates of the Bombay University. From the preceding Statement **B** it will be seen that some boys passed under Standard IV. Sir A. Grant's order, regarding fees and the number of boys which each English class should contain,

2nd Grade Anglo-Vernacular Schools.

was not made applicable to Sind. I have, however, thought it advisable to abstain from transferring any Anglo-Vernacular School from the 2nd to the 1st grade until 50 boys at least are on the roll of the English Division. The Anglo-Vernacular School at Schwan is the best of all the schools of the 2nd grade, and the schools at Tatta and Larkhana are also deserving of special mention. The result of the examination of schools of this grade was satisfactory, with one exception—Shikarpoor—which laboured under the disadvantage of an incompetent Master, who has, however, been removed and reduced. My proceedings in reference to this Master were reported in this Office letter No. 97, dated the 27th April 1870, and met with your approval.

Vernacular or Primary Schools.

34. Ninety-five Boys' and twenty-eight Girls' Schools were examined according to the standards prescribed by the Rules for Grants-in-aid. The aggregate number of pupils presented for examination was 2,439, exclusive of those presented at the second examinations, which, as already stated, are not conducted strictly on the standard system. This number is larger than that given in my Report for 1868-69, and it indicates, I hope, a greater appreciation of the advantages of education on the part of the inhabitants of Sind generally. In the case of Hindu-Sindhi Schools, it has of course been found necessary to relax the Departmental Rules for studies and examinations; those schools have only been very recently established, and many of the books prescribed in the standards have not yet been prepared in the new character.

Private Schools. High Schools.

35. The Indo-European School and Saint Patrick's School at Kurrachee come under this denomination, and they presented for examination under the Rules for Grants-in-aid 46 scholars more than in the year 1868-69; the result of the examination, too, was more favourable than in the preceding year and reflects great credit on the teachers.

Anglo-Vernacular Schools.

36. The Mission Schools at Kurrachee and Hydrabad rank as 1st Grade Anglo-Vernacular Schools. There is a decrease of 63 in the number presented by the Managers for examination; but this decrease is attri-

butable entirely to an extraordinary cause, the effect of which has long passed away. An Assistant Master (of the Amil caste), who had been educated at the Hydrabad Mission School, and had for a long time been associated with the several reverend gentlemen who have from time to time been connected with the Mission at that place, embraced the Christian religion, and this step caused such a sensation among the Amils generally at Hydrabad, that, for some weeks, the school was nearly empty. When, however, the sensation subsided the attendance again increased; and I trust that I shall not have to report a decrease during the present year. The Head Master, Mr. Sheldon, of the Kurrachee Mission School, and the Reverend George Shirt, of the Hydrabad Mission, are unflagging in their exertions in the cause of education, and, as a rule, they bring up their boys well prepared for examination—thus fully meriting the assistance which they receive from Government.

School-building operations during the year 1869-70 :—

Description of Building.	Name of Place.	For what number of Scholars.	Commenced or carried on.	Completed during the year.	Expenditure incurred during 1869-70.				
					Imperial Fund.	Educational Cess Fund.	Municipal and Popular Contribution.	School Fee Fund.	Total.
1	2	3	4	5	6	7	8	9	10
					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Saint Patrick's School	Kurrachee.....	200	Commenced..	.....	4,000 0 0	.....	.....	.....	4,000 0 0
Anglo-Vernacular School	Larkhana	200	Do. ...	Completed	2,075 0 0	.....	2,075 0 0	.....	4,150 0 0
Vernacular School...	Halla	...	.....	.....	.....	125 0 0	.....	.....	125 0 0
Ditto ...	Nussurpore ...	...	.....	.....	.....	125 0 0	.....	.....	125 0 0
Ditto ...	Boobuck	...	.....	.....	.....	338 8 0	.....	.....	338 8 0
Ditto ...	Aurazee.....	...	.....	.....	.....	338 8 0	.....	.....	338 8 0
Compound walls round High, Anglo-Vernacular, and Normal Schools, Quarters for Master and Students of the Normal School, and Peons' Quarters	Hydradad	...	Carried on...	Completed	.....	1,742 2 5	.....	.....	1,742 2 5

Vernacular School...	Shikarpoor	100	Commenced..	.....	.....	846 0 0	.....	.....	846 0 0
Ditto ...	KhyepoorNathesha	50	Do. ...	.....	.....	528 12 3	.....	.....	528 12 3
Ditto ...	Khyepoor Joosa	50	Do. ...	.....	.....	500 0 0	.....	.....	500 0 0
Ditto ...	Bungaldehra ...	100	Do. ...	.....	.....	840 0 0	.....	.....	840 0 0
Ditto ...	Khyradehra ...	50	Do. ...	.....	.....	520 0 0	.....	.....	520 0 0
Ditto ...	Ankil	50	Do. ...	.....	.....	520 0 0	.....	.....	520 0 0
Ditto ...	Larkhana	50	Do. ...	.....	.....	520 0 0	.....	.....	520 0 0
Ditto ...	Warra	50	Do. ...	.....	.....	520 0 0	.....	.....	520 0 0
Ditto ...	Lukkee	50	Do. ...	.....	.....	489 0 0	.....	.....	489 0 0
Ditto ...	Dakkan	50	Do. ...	.....	.....	490 0 0	.....	.....	490 0 0
				Total.....	6,075 0 0	8,442 14 8	2,075 0 0	.....	16,592 14 8
Ordinary current Repairs to School Buildings in the Kurrachee Collectorate	.....	...	Do. ...	Completed	.....	430 10 3	147 7 5	10 0 0	588 1 8
Hydrabad Collectorate.	.....	...	Do. ...	Do. ...	.....	224 13 9	146 13 7	108 8 0	480 3 4
Shikarpoor Collectorate.	.....	...	Do. ...	Do. ...	.....	708 9 9	564 12 0	.....	1,273 5 9
				Total.....	.....	1,364 1 9	859 1 0	118 8 0	2,341 10 9
				GrandTotal	6,075 0 0	9,807 0 5	2,934 1 0	118 8 0	18,934 9 5

30 A pr

38. The grant of Rs. 4,000 to the Saint Patrick's School, Kurrachee, was made under Government Resolution No. 340, dated 9th July 1869, and the work in connection with the building has been undertaken by the Manager himself. The Anglo-Vernacular School-house at Larkhana, which was commenced and completed during the year under report, was built under the kind superintendence of the Executive Engineer, Ghar Division. The Municipality at Larkhana very liberally contributed Rs. 2,075, being half the cost of the building. The school-houses at Halla, Nussurpoor, Boobuck, and Aurazi, were completed during 1868-69, but as the final payments on this account had not been made during that year they have been re-entered in the above statement. All the other school-houses which were commenced last year have been conducted through the agency of the several District Officers, who are ever ready to afford me assistance.

39. *List of Libraries:—*

A.—*Previously existing. Return up to 31st December 1869.*

No.	Name of Place.	Total Number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7	8
						Rs. a. p.	Rs. a. p.
1	Kurrachee General Library	7,965	174	133	10,323	3,977 12 0	3,204 8 9
2	Kurrachee Native Library	Information not received.					
3	Hydrabad do. ...	374	29	26	53	200 4 0	196 1 8
4	Sukkur do. ...	579	1	13	100	31 0 0	177 8 0
5	Jacob's Book Club . .	Information not received.					
6	Kotree Mechanic Institution	Information not received.					

B.—*Newly Established.*

No.	Name of Place.	Total Number of Volumes.	Number added during the year.	Number of Members.	Volumes issued.	Income.	Expenditure.
1	2	3	4	5	6	7	8
	(None.)						

40. The subjoined tables show the number of boys learning English in the several schools in Sind:—

Spread of English.

Government Schools.

Number of Schools.	Class of School.	Number studying English during 1869-70.
2	High Schools.....	204
3	1st Grade Anglo-Vernacular Schools	321
11	2nd Grade Anglo-Vernacular Schools	205
2	Vernacular Schools...	68
	Total.....	798
	Number studying English during 1868-69 ...	818
	Decrease.....	20

Private Schools.

Number of Schools.	Class of School.	Number studying English during 1869-70.
2	High Schools.....	256
2	1st Grade Anglo-Vernacular Schools	224
	Total.....	480
	Number studying English during 1868-69 ...	541
	Decrease.....	61

41. It will be observed from the above tables that the number of boys learning English in Government Schools has decreased from 818 to 798, notwithstanding the opening of an additional 2nd Grade Anglo-Vernacular School. The greater portion of this decrease has occurred in schools in the Hydrabad Collectorate, and it may fairly be attributed to the same occurrences which caused a slight decrease in some of the older Vernacular Schools. The attendance will, I trust, increase during the current year: meanwhile it may be said, that, although there was a smaller number of lads learning English at the close of the year, the knowledge of that language is slowly spreading, inasmuch as it is now being taught in a part of Sind (Adam ka Tanda) where an English School did not exist before.

42. In Private Schools there is also a decrease of 61 scholars, which is not explained by the Managers.

43. The statement given below will show the study of classical languages:—

A.—*Sanscrit.*

No.	Name of School.	Number studying in		Increase.	Decrease.
		1868-69.	1869-70.		
1	Kurrachee High School.....	10	52	42	...
2	Hydrabad High ditto	...	67	67	...
	Total.....	10	119	109	...

B.—*Latin.*

No.	Name of School.	Number studying in		Increase.	Decrease.
		1868-69.	1869-70.		
1	Kurrachee High School	12	21	9	...
2	Hydrabad High ditto	...	32	32	...
	Total.....	12	53	41	...

44. In the year 1868-69 only 10 boys were learning Sanscrit and 12 were learning Latin; now there are no less than 119 Sanscrit and 53 Latin students in the two High Schools. By a recent vote of the Senate of the Bombay Presidency, Persian has been included in the list of classical languages. This is very greatly to the advantage of Sind, as Persian is taught in nearly all our Vernacular Schools, and, consequently, by the time a boy is able to pass the Entrance examination into the High School, he must possess a considerable acquaintance with that language, which will now in great measure take the place of other classical languages in this Province, particularly at Hydrabad. I have, however, addressed a separate communication to you on this subject.

45. In the following tabular Form, I give the number of boys educated in Government Schools who have either entered the Government service or obtained employment in other Departments connected with Government:—

Schools.	Receiving salary below Rs. 10 per mensem.	Receiving salary above Rs. 10 and below Rs. 25 per mensem.	Receiving salary above Rs. 25 and below Rs. 50.	Receiving salary of Rs. 50 and above.	Total.
High Schools	1	...	4	6	11
Middle Class Schools	1	6	...	2	9
Lower Class ditto	7	4	...	...	11
Special Schools	1	34	...	...	35
Total...	10	44	4	8	66

Certificates for employment.

46. The following certificates were granted during the year:—

1 first-class certificate by myself.

8 second-class certificates by the Deputy Edcational Inspector in Sind.

16 second-class certificates by the Assistant Deputy Educational Inspector, Shikarpoor.

47. Statement showing the Number of Scholars of different Castes:—

(*a*) *In Government Institutions.*

Description of Schools.	Hindoos.			Mahomedans.		Parsees.	Others.	Total.
	Brahmans.	Cultivators.	Others.	Cultivators.	Others.			
High Schools	11	20	123	2	15	27	6	204
Middle Class Schools	69	10	919	74	143	2	12	1,229
Lower Class Schools	161	392	3,446	828	1,013	...	...	5,840
Female Schools	...	...	168	141	622	...	...	931
Special Schools	3	...	37	...	17	...	...	57
Total	244	422	4,693	1,045	1,810	29	18	8,261

48. The total number of Hindoos and Mohomedans given in a similar return in my Report for 1868-69 amounted to 2,931 and 2,221, respectively; the above statement gives a total of 5,339 Hindoos and 2,855 Mohomedans. This is very gratifying, particularly as regards the Mohomedans, who appear to entertain a more favourable opinion of the advantages afforded to them by our schools.

(*b*) *In Private Institutions.*

Description of Schools.	Hindoos.			Mahomedans.		Parsees.	Others.	Total.
	Brahmans.	Cultivators.	Others.	Cultivators.	Others.			
High Schools	...	...	...	...	...	...	256	256
Middle Class Schools.....	7	...	173	...	29	...	15	224
Lower Class Schools.....	...	...	...	...	...	...	...	...
Special Schools	...	...	...	...	...	...	...	...
Female Schools	...	...	...	...	...	...	...	...
Total.....	7	...	173	...	29	...	271	480

These figures are very much the same as those given in the Report for 1868-69.

49. The number of children of cess-payers attending 2nd Grade Anglo-Vernacular Schools is 181, and Vernacular Schools, including Hindu-Sindhi Schools, is 982; total 1,163.

This gives a net increase of 224 over the figures of the previous year. There is, however, a decrease of 51 boys in Anglo-Vernacular Schools. The ratio of the number of children of cess-payers to the total attendance in 2nd Grade Anglo-Vernacular, Vernacular, and Female Schools, is as 15 : 100.

50. The cost per head of instruction to Government is shown in the following Statement:—

	Cost per head of Pupil on Average Daily Attendance.
	Rs. a. p.
Government Institutions.	
(*a*) General... High Schools	39 9 4
(*a*) General... Middle Class Schools	3 10 7
(*a*) General... Lower Class Schools	1 10 11
(*b*) Special Schools	84 0 1
(*c*) Female Schools	0 6 1
Private Institutions receiving Aid from Government.	
On the System of Payment by Results.	
(*a*) General... High Schools	13 15 10
(*a*) General... Middle Class Schools	7 10 6

51. As regards Government Institutions, you will observe that there is a large decrease in the cost per head; this under "*(a)* General High Schools" in 1868-69 was Rs. 56-7-5, whereas it is shown for the year under report at Rs. 39-9-4 under "*(a)* General Lower Class Schools;" also the cost has decreased from Rs. 2-6-1 to Rs. 1-10-11, while under "*(b)* Special Schools" the figures are stated at Rs. 84-0-1 instead of Rs. 148-4-3 as in 1868-69.

52. In respect to Private Institutions, it will be seen that the cost under "*(a)* General High Schools" has increased by Rs. 1-15-10, or nearly 2 Rupees per head, while there is a decrease under "Middle Class Schools." These figures necessarily fluctuate, as they depend upon the amount of the grant earned by each school.

53. The average monthly rate of fee in—

(a) Government Institutions.

	Rs.	a.	p.
High Schools	0	11	0
Middle Class Schools.....	0	2	0
Lower Class Schools.....	0	0	6
Female Schools.....	...		
Normal Schools	...		

(b) Private Institutions.

High Schools.....	1	10	5
Middle Class Schools.....	0	2	6

The above results were obtained by following the rule laid down by Sir A. Grant in No. 3659 of 18th March 1868, whereas in former years the calculations were made on a different system: hence the apparent difference in the monthly rates between this and preceding year.

Education of Minor Chiefs.

54. I stated in para. 53 of my last Annual Report, that Meer Abdul Hussen Khan was not studiously disposed, and that he did not appreciate the kindness of Government in placing the means of a good and inexpensive education within his reach. The tutor was accordingly transferred to Upper Sind for the purpose of instructing the young Meers of the Khyrpoor Branch; but although their professions were very loud, it soon became apparent that they were very hollow, and that these Meers did not wish for the services of the tutor, who was then directed to proceed to Meerpoor Khas to instruct the sons of Meer Futteh Khan, three intelligent young lads, who are making good progress. Her Majesty's Principal Secretary of State for India, in a despatch to the Government of Bombay, directed that the services of the tutor should thus be utilized; so it was satisfactory to reflect that his wishes were anticipated. Meer Futteh Khan is extremely desirous to give his sons a good English education; and so long as he is firm in this purpose—and I see no cause to doubt his firmness—there is every reason to hope that his sons will study and progress.

Remarks on the working of the Grant-in-aid Rules.

55. I have already stated my opinion on the subject in my letter No. 1133, dated 29th January last, to which I have nothing further to add.

56. The subjoined is a list of Aided Schools to which grants were awarded on the system of payment by results during 1869-70 :—

Name of School.	Average Attendance in each School at the time of Examination.	Grant awarded to each School.
		Rs. a. p.
High Schools.		
Indo-British School, Kurrachee	106	2,004 0 0
Saint Patrick's School, Kurrachee	140	1,228 0 0
1st Grade Anglo-Vernacular Schools.		
Kurrachee Mission School	74	626 8 0
Hydrabad Mission School	91	622 0 0
Total.....	411	4,480 8 0

57. The following Private Schools have been registered for examination under the Revised Rules for Grants-in-aid during 1870-71:—

1. European and Eurasian School, Manora.
2. Parsee School, Kurrachee.

58. The attendance at these schools has increased from 37 to 44 pupils. In the month of August last a Hindu-Sindhi class was formed in each of the Normal Schools in order to train men specially as Masters of Hindu-Sindhi Schools. Unfortunately, however, the want of Masters was so much felt that I had to send those young men, who passed on examination after 9 months training only, to different schools to teach the new character. They, therefore, are not as well qualified as Masters should be, or as I could have wished, but they are equal to the calls which will be made upon them ; and I trust that, when their pupils have gone as far as they can teach them, other more advanced Masters will be ready to relieve them. These Hindu-Sindhi Schools will work quite a revolution in the Educational world of Sind.

Normal Schools.

59. The ordinary classes in the Normal Schools were as usual examined by a Committee, and the result was more satisfactory than last year. The following Masters and Assistant Masters were appointed during 1869-70 (including Hindu-Sindhi Scholars):—

From Hydrabad Normal School	18
„ Sukkur „ „	14
	32

60. The subjoined Statement shows the number of trained and untrained Masters appointed during the year:—

Sub-Division.	Trained.						Untrained.						
	From Hydrabad Normal School.			From Sukkur Normal School									
	Arabic-Sindhi Scholars.	Hindu-Sindhi Scholars.	Female Scholars.	Arabic-Sindhi Scholars.	Hindu-Sindhi Scholars.	Female Scholars.	Arabic-Sindhi and Gujarathi Scholars.	Hindu-Sindhi Scholars.	Female Scholars.	Total Arabic-Sindhi and Gujarathi Scholars.	Total Hindu-Sindhi Scholars.	Total Female Scholars.	Grand Total.
Kurrachee...	4	1	...	...	...	...	3	3	4	7	4	4	15
Hydrabad ...	5	6	...	...	...	...	8	6	3	13	12	3	28
Sukkur	2	...	...	7	7	...	7	12	2	16	19	2	37
Total...	11	7	...	7	7	...	18	21	9	36	35	9	80

Engineering School.

61. Mr. Naro Govind Datar, having only joined his appointment in the month of July last, could not present any boys for the final examination. The school at present consists of two divisions—one Junior and one Senior: the latter contains only two boys, and they are studying the subjects laid down for the Upper Subordinate Establishment of the Public Works Department, while in the former 12 students are preparing for the Lower Subordinate Esta-

blishment. I sincerely trust that this most useful Institution will flourish, as it deserves, under the present Master, who appears to be careful and intelligent.

62. The subject of the re-organization of this Department and others connected with it has been fully discussed in my letter to your address, No. 926, dated 9th December 1869.

Book Department.

63. The following Books were prepared and sent to the Press during the year :—

1. An Elementary Arithmetic into Arabic-Sindhi.
2. Ditto Part I. into Hindu-Sindhi.
3. Dilpasand—an interesting Story Book—into Hindu-Sindhi.
*4. Æsop's Fables ditto.

64. The subjoined is a list of Books published at the Educational Lithograph Press :—

Persian.

2,000 Agaz Parsee-Persian Primer, 2nd edition.

1,000 Parsee Amoze Elementary Grammar, 2nd edition.

Arabic-Sindhi.

1,000	Lekhejee Pír Elementary Arithmetic.....	1st edition.
2,000	History of Sind	2nd do.
1,000	Fourth Reading Book	2nd do.
1,000	Æsop's Fables.....	2nd do.
1,000	Geography of the Presidency	2nd do.
1,000	Second Reading Book	5th do.
2,000	Babnama, or 1st Book	6th do.

Hindu-Sindhi.

1,000	Lekhejee Pír Part I.	1st do.
1,000	Dilpasand Akhani	1st do.
1,000	Æsop's Fables	1st do.

* The last three were mere translations.

65. *Statement exhibiting Receipts and Disbursements of Books during the year* 1869-70 :—

No.	Languages.	Balance of Books on 31st March 1869.		Received during the Year.		Total.		Deduct Disposed of.								Balance on the 31st March 1870.	
								Issued Gratis.		Struck off.		Sold.		Total.			
		No.	Value.	No.	Value.	No.	Value.	No.	Value.	No.	Value.	No.	Value.	No.	Value.	No.	Value.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
			Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
1	Sindhi Books.....	25,282	10,166 4 0	12,300	4,303 2 0	37,582	14,469 6 0	1,020	879 8 6	1	0 4 0	5,286	1,267 1 0	7,207	2,146 13 6	30,375	12,322 8 6
2	Persian ,, ...	3,420	1,264 11 0	8,048	1,147 6 0	11,468	2,412 1 0	64	9 9 6	...	.....	3,052	392 2 0	3,116	401 11 6	852	2,010 5 6
3	Urdu ,, ...	65	53 0 0	210	50 3 0	275	103 3 0	.....	.....	...	.....	58	8 9 0	58	8 9 0	217	94 10 0
4	Arabic ,, ...	4	5 1 0	18	12 8 0	22	17 9 0	.....	.....	...	.....	6	6 1 0	6	6 1 0	16	11 8 0
5	Gurmukhi ,, ...	.....	.....	2,000	281 4 0	2,000	281 4 0	262	30 4 6	...	.....	220	27 7 0	482	57 12 0	1,518	223 8 0
6	Hindu-Sindhi ,, ...	.....	.....	7,500	1,437 8 0	7,500	1,437 8 0	1,199	57 7 0	...	.....	1,872	220 10 0	3,071	260 1 0	4,429	1,177 7 0
7	Maps.....	230	297 1 3	103	566 8 0	333	863 9 3	16	54 2 9	...	.....	2	1 0 0	18	55 2 9	315	808 6 6
8	Anglo-Sindhi Books...	2,617	3,036 15 0	.....	.....	2,617	3,036 15 0	4	11 10 0	...	.....	113	225 15 0	119	237 9 0	2,498	2,799 6 0
9	Other sorts	128	300 12 0	471	169 11 0	599	470 7 0	9	4 8 0	1	0 6 0	345	139 2 0	355	144 0 0	244	326 7 0
	Total.....	31,746	15,123 12 3	30,650	7,963 2 0	62,396	23,091 14 3	3,476	1,047 2 3	2	0 10 0	10,954	2,269 15 6	14,432	3,317 11 9	47,964	19,774 2 6

66. As compared with a similar return given in my last Report, the above statement indicates an improvement in the transactions of the Book Department. In 1868-69 14,398 volumes, at a cost of Rs. 5,588-10-6, were purchased for sale in the Principal Depôt at Kurrachee and in the Subordinate Depôts in the Districts, whereas in the year under report 7,968 rupees and 2 annas were laid out in buying 30,650 volumes; while the actual sale of Books amounted to 10,954 volumes and Rs. 2,269-15-6, instead of 8,179 volumes and Rs. 1,772-2-3, in the year 1868-69. The number and value of Books "issued gratis" and "struck off" have decreased. Until lately, it was the practice in Sind to issue books for prizes and for use in Vernacular and Normal Schools gratis, but this system has now been discontinued, and it is hoped that the return for the year 1870-71 will show still more favourable results.

Female Education.

67. In addition to what I have said in my 24th paragraph under this head, I am happy to be able to state that we have continued to progress in this direction, and I feel sure that year by year we shall experience less difficulty. At first I even dispense with the condition of annual inspection by Officers of this Department. The following paragraph from a circular letter which I addressed to the several officers in charge of Divisions in December last, will put you more clearly in possession of my plan of action:—

"I shall also be grateful to you if you will render me the same "assistance as regards female education. It is not necessary that the "school should be at first under inspection; this will naturally follow; "but if you can manage to enlist the sympathy of respectable and in- "fluential members of any community (who may be appointed mem- "bers of the School Committee) in the cause, and if they can name "any fairly competent person as Master or Mistress, I shall be happy "to sanction the necessary expenditure while I have the means at my "disposal, provided that Hindu-Sindhi, Persian, or Arabic-Sindhi "Class Books, as the case may be, are used in the school, and that, "in the event of their objecting to inspection by officers of this "Department, the members of the Committee report from time to "time on the progress which is being made."

68. In a year or two I trust that the utmost confidence in our intentions will be established, and that most, if not all, Female

Schools will be open to ordinary inspection ; meanwhile I have made some provision for the inspection of Female Schools at Hydrabad and Kurrachee, by selecting respectable old men for the duty ; and the arrangement has met with approval. These old men also instruct the Schoolmistresses and use their personal influence in securing a good and regular attendance at the several schools. My Deputy, in writing on this subject, says :—" The immediate consequence of " this system of instruction and inspection, combined in connection " with our Girls' Schools at two of the principal towns, are these—the " Schoolmistresses are improving more rapidly, the attendance is " becoming more regular, and greater efficiency is being gradually " ensured. These are not, I humbly think, mean results, when the " difficulties with which we have had to contend are considered."

69. I concur generally in the remarks made by Mr. A. J. Wadya, regarding a school for training Female teachers, but I think that we are not yet sufficiently advanced to entertain any such scheme ; our present care should principally be to overcome all prejudices.

Jail Schools.

70. In the Kurrachee *Jail* about a dozen convicts were learning the rudiments of Sindhi when I visited the school ; there was no school in the Hydrabad Jail, and I did not visit Shikarpoor. The Superintendent, however, reports that 30 prisoners are being taught Sindhi.

Vernacular Literature Committee.
President.
Rao Saheb Narayen Juganath.
Members.
Mr. Alumal Tricumdass, B.A.
„ Keshava Bapuji Bal, B.A.
„ Kowramal Chandanmal.
„ Pribdass Anudram.
„ Meeya Mahomed.
„ Goolam Ali Akhoond.
„ Krishna Shastri.
„ Oodharam Thawardass.
„ Akhoond Abdul Rahim.

71. The members of the Committee have continued their labours throughout the year, and deserve our warmest acknowledgments. Their efforts have been chiefly directed to the revision of the School Series, a matter of no little importance to the well-being of our Vernacular Schools.

72. The return of area, population, &c., of each talooka required by your Circular No. 2695, dated 20th October 1869, is appended.

General Remarks.

73. To sum up I think I may state that considerable progress has been made during the year ; 54 new Schools have been opened,—21 Arabic-

Sindhi, 25 Hindu-Sindhi, 1 Anglo-Vernacular, and 7 Female Schools; consequently education is being imparted to 2,985 boys and girls more than in the year 1868-69.

For these results I have to thank my Deputy and his Assistants, as well as the several officers in charge of Districts throughout the Province; and I am also particularly grateful to the Commissioner in Sind, Sir W. Merewether, for the influence which he exerts in aid of this Department. The subject of education is never forgotten by him. Wherever he travels the schools are visited, and at the almost daily Durbars in the districts they form a topic of conversation; the heads of the local community receiving praise or censure according as the school in their town or village is in a flourishing or drooping condition. This action on the part of the head of the province, of course, has the effect of stimulating all officers who serve under him to exert themselves to promote an object in which they clearly see he takes so much interest; and when all work well and heartily together, the result cannot be otherwise than successful.

I have the honour to be,
Sir,
Your most obedient Servant,
J. MOORE,
Educational Inspector in Sind.

APPENDIX B.

REPORTS OF GOVERNMENT COLLEGES.

1. Report of Elphinstone College for 1869-70.
2. Report of Deccan College for 1869-70.
3. Report of Grant Medical College for 1869-70.
4. Report of Poona Civil Engineering College for 1869-70.
5. Report of the Government Law School for 1869-70.

1. REPORT OF ELPHINSTONE COLLEGE FOR THE YEAR 1869-70.

To J. B. PEILE, Esquire,
Director of Public Instruction.

SIR,—I have the honour to submit the Report on Elphinstone College for that part of 1869-70 during which I have been in charge as Acting Principal.

On returning, October 25th, 1869, from Europe, I received charge of my substantive appointment. Mr. Ranade, who had been acting for me, on the same date entered upon his appointment as Assistant Professor of English Literature. On the 18th November following, Mr. Chatfield, the Principal, commenced to act as Educational Inspector for the Central Division, and I was appointed to administer for him as Acting Principal.

1. *College Staff:—*

Principal, Kyrle Mitford Chatfield, B.A., *Professor of Logic and Moral Philosophy* (*Acting Educational Inspector, Central Division*).

John Powell Hughlings, B.A., *Professor of English Literature* (Acting Principal, and Acting Professor of Logic and Moral Philosophy).

H. S. K. Bellairs, M.A., Acting Professor of English Literature.

Francis James Candy, M.A., Professor of Mathematics and Natural Philosophy.

Johann Georg Bühler, Ph.D., Professor of Oriental Languages (Europe).

Ramkrishna Gopal Bhandarkar, M.A., Acting Professor of Oriental Languages.

I. B. Lyon, Esquire, Professor of Chemistry.

Mahadeo Govind Ranade, M.A., LL.B., Assistant Professor of English Literature.

Reader in Arabic—Sayed Abdul Fatti Moulvi.

Shastris—Vithal Ganesh Patwardhan; Bhimacharya bin Rambhat Zalakikar.

Dakshina Fellows—Jamshedjee Ardesir Dalal, B.A., Senior.

Bamanji Edalji Modi, M.A., Senior.

Kashinath Trimbak Telang, B.A., Junior.

Barjorji Edalji Modi, B.A., Junior.

Manikshah Jehangier Talyarkhan, B.A., Junior.

Yeshwant Vasudeo Athle, Junior.

During the part of the year under report the special qualifications of Mr. Bellairs, who joined the College on the 9th December 1869, and the addition made to the College Staff by the employment of Mr. Ranade as Assistant Professor of English, enabled the Latin classes to be placed on a very much more satisfactory footing than they have ever before occupied. All the Latin classes have been in exclusive charge of Mr. Bellairs, aided by a Dakshina Fellow. Mr. Bellairs, in addition, has had classes in English and History. In English composition his exertions have been to some extent supplemented by the Acting Principal. For the rest, the English studies of the College have been efficiently directed by the Assistant Professor of English, aided by a Dakshina Fellow.

Mr. Bellairs has thus been acting to a great extent as a Professor in Latin and History, and I believe that his labours in these subjects will tell very materially at the University examinations next to take

place. But at the same time, as a Professor of the College, I humbly desire to support the suggestion made by the Principal in a former Report, that special Professorships in Latin and History should be maintained. When in 1856-57 the College was re-modelled by Mr. Erskine, the staff stood as follows:—

A Professor of Logic and Moral Philosophy.

Ditto Mathematics.

Ditto History.

Ditto Applied Science.

Ditto English.

Ditto Chemistry and Natural Philosophy (*half time*).

The Professorship of History, under this arrangement, was held by Mr. Sidney Owen, who now discharges a similar function at Oxford. I can bear testimony to the great effect on the College of this Professorship while the sole energies of an able and enthusiastic teacher were employed on it. Elphinstone College will never enlist the enthusiasm and sympathies of the youths of Bombay, as it might do, until the position so ably filled by Mr. Owen is re-supplied.

There may be a question as to whether Latin should be studied at all in Elphinstone College. But there can be no question that, if it is to be studied in a way worthy of the College and of the University, special provision should be made for teaching it. It is, perhaps, not a subject that in ordinary circumstances should claim the undivided attention of one Professor. But while the students of Latin, being so numerous as they are, nevertheless do not, in the majority of instances, matriculate in Latin, the Latin classes in this College will, as a matter of fact, continue to absorb very nearly the whole of the energies of one Professor; or, on the other hand, will continue to be a cause of serious disappointment at the University examinations. It is now expected, however, that in a short time all undergraduates entering Elphinstone College will be undergraduates who have matriculated in a so-called classical language. In this future state of things, it may probably become feasible to combine a Professorship of Latin with a Professorship of Sanscrit, the combined Professorship so formed taking the place of the present Professorship

of Oriental Languages.* This combination would certainly be open to a kind of objection to which all such combinations are open. Now and again it would happen that a scholar, admirably competent to fulfil the Sanscrit duties of the chair, would be unequal to those of the Latin. But in Europe it is a common, almost universal College practice to combine tutorships of Latin with tutorships of Greek. Nor does the practice seem unduly to infringe upon the principle of the division of labour, but rather to be justified by that solidarity among languages which it is the boast of this age to have discovered and illustrated by means of comparative philology. The latter consideration, indeed, is still more favourable to a combination of Latin and Sanscrit, for the purposes of tuition, than to one of Latin and Greek.

Co-ordinate with the call for a Latin Professorship is that of a Perse-Arabic Professorship. The University have, in appearance, decided to put Persian among the languages which can be taken up to the examinations for degrees. Persian is notoriously not a difficult language for beginners. The first effect, therefore, of the University decision was the manifestation of a desire on the part of many students to exchange in some instances Latin, in some instances Sanscrit, in one or two instances Arabic for Persian, as their second language at the F.A. and B.A. Examinations.

As a scholarly acquaintance with Persian implies a knowledge of Arabic, which cannot be inconsiderable, it is probable that the present impression of the comparative "easiness" of Persian will not be lasting. This same dependence also of Persian on Arabic tends to show that if the College is to be responsible for preparing men in any numbers for Degree Examinations in Persian, the provision for teaching it should not be in kind inferior to that which is made for teaching Sanscrit, or to that which is admitted to be necessary for teaching Latin.

Of the Dakshina Fellows with whom the year commenced, Mr. Bhabha is now teacher of Latin at the Deccan College; another, Mr. Desai, is Acting Head Master of Surat High School. The place of Mr. Desai, as Assistant to the Professor of Oriental Language, has

* In effect, the Professorship of Oriental Languages has never been more than a Professorship of Sanscrit; and the little is a misnomer.

been supplied by Mr. Yashwant Vasudeo Athale, who passed the B.A. Examination of 1869 in Sanscrit.

The Drawing Class has ceased to exist. The sanctioned expenditure was unequal to its adequate maintenance, and could not be increased.

2. *Number on the Rolls.*—The number of graduates and undergraduates attending College has diminished. At the end of the year under report the number on the rolls is 179, against 218 at the end of last year. After the matriculation of 1868, 130 Freshmen joined the College; after that of 1869, 52 joined. But in 1869 the University matriculated only 140 men; in 1868 it matriculated 250 men.

Its effect on the number on the rolls is not the only effect on the College of a University Matriculation Examination. The standard of the examination may be high, in which case the College will have fewer but better educated Freshmen, and will make a better appearance at the consequent F.A. and B.A. Examinations. The standard, on the other hand, may be low, or too low. And a too low standard means that the College will have a great number of Freshmen who ought to be still at school, and who will do no good to themselves or to the College at their subsequent examinations.

In 1868, out of 600 candidates examined by the University for matriculation, 250 were passed; but in 1869, out of more than 800 candidates, only about 140 were matriculated. An obvious inference, of course, is, that the standard of 1868 was lower than that of 1869. And this inference is the general inference. But, without directly disputing its justice, I may venture to point out what may constitute an important qualification of it. There is comparatively so much to gain by success in the Matriculation Examination, and so little to lose by failure, that the excess of candidates over passed men must always be very great, and the absolute number of candidates in each year must always be determined by circumstances that are quite independent of the educational means for qualifying them. If an average candidate is plucked at the Matriculation Examination, he cannot be said to loose the money he may have spent on his previous education. That education is at utmost no more than is sufficient to enable him to decently fill a respectable situation, and, inde-

pendently of the University, constitutes an amply sufficient return in itself. Nor, if the candidate have come up to examination from the Mofussil, can he be said to have lost his travelling expenses. In nine cases out of ten the journey is well worth the money it costs to a man who has never before, in all probability, been out of the Talooka he was born in. The only thing really lost is the University fee of ten Rupees: and this is so comparatively small a risk, as by no means to be deterrent. It results that there is no sufficient check on the number of incompetent candidates that may present themselves for the Matriculation Examinations, and that therefore, although a high standard will always be followed by a low proportion of passed men, it cannot be conversely inferred that a low portion of passed men necessarily argues a high standard.

The following table gives the numbers on the College Rolls for this and some preceding years:—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.	Highest Number at any time on the Rolls.
1863-64	82	Not recorded.	94	94
1864-65	82	.....	93	109
1865-66	79	87	98	100
1866-67	84	96	106	128
1867-68	109	130	153	167
1868-69	152	172	218	231
1869-70	177½	203	179	236

The average attendance given is that on the days during which the College has been open since the first of January. Of the 179 students on the Rolls at the end of the year, 114 are Hindoos, 60 Parsees, and 5 Mussalmans. Of the Hindoos, 41 are Marathi Brahmans and 19 are Gujarathi Brahmans; 16 are Parbhus, 13 are

Bunias, and 9 are Shenvis; 5 are Bhatias, 4 are Kshatryas, and 4 Sonars; 2 are Kayasts and 1 a Kunbi.

3. *Expenditure.*—The Expenditure for the year under report is given below under three heads:—

Teaching.	Rs.	a.	p.	Rs.	a.	p.
5 Professors	38,461	6	11			
Arabic Reader	1,800	0	0			
Shastris	1,362	0	0			
Dakshina Fellows	6,424	13	4			
Drawing Master	168	0	0			
				48,216	4	3
Establishment.						
Rent	5,400	0	0			
Office Clerks, Peons, &c.	1,458	0	0			
Library	634	12	0			
Contingencies	597	7	0			
Resident Students	240	0	0			
				8,330	3	0
Scholarships.						
Stipends	7,920	0	0			
Prizes	235	0	0			
				8,155	0	0
Total Expenditure for 1869-70				64,701	7	3
Total cost of Education per head				361	8	2

The charge for rent will cease when the College is established in the Cawasjee Jahangir Buildings.

In 1868-69 the total expenditure was Rs. 70,374-13-2, giving Rs. 462-15-10 as the total cost of education per head. During 1869-70, the sum of Rs. 9,917-10-10 were collected from the students as fees. Of the students on the rolls at the end of the year, 54 are the sons of Government servants and pensioners, 41 sons of merchants, 22 sons of professional men, 19 sons of landowners and persons of

independent income, 16 sons of persons in the employ of Native States, 11 sons of persons employed by merchants, and 8 the sons of petty traders and shopkeepers.

The fees collected in 1868-69 amounted to Rs. 6,480 ; those in 1867-68 to Rs. 3,520 ; in 1866-67 Rs. 1,980 ; in 1865-66 Rs. 2,440 ; in 1864-65 Rs. 2,160 ; in 1863-64 Rs. 1,725.

4. *University Successes.*—At the M.A. Examination Mr. Barjorji Modi, who matriculated in 1865, passed in English and Latin; and Mr. Tapidas Metha, matriculated in 1864, passed in mathematics.

At the B.A. Examination the College passed five men who matriculated in 1866, four matriculated in 1865, two of 1863, one of 1862, and one of 1861—thirteen in all.

At the F.A. Examination 25 were passed, of whom 19 were matriculated in 1867, four in 1866, one in 1865, and one in 1864.

For the sake of comparison with former years, I insert the following tables :—

M.A. Examination.

Year.	Candidates sent in.	Candidates Passed.	Year of Matriculation.
1862.....	1	1	1859.
1863.....	3	1	1859.
1864.....	2	2	1861.
1865.....	7	4	1 of 1859, 1 of 1861, 2 of 1862.
1866.....	4	3	1861, 1862, 1863.
1867.....	6	4	1863.
1868.....	11	4	1 of 1863, 3 of 1864.
1869.....	6	2	1864, 1865.

B.A. Examination.

Year.	Candidates sent in.	Candidates Passed.	Year of Matriculation.
1862.....	5	3	1859.
1863.....	6	3	2 of 1859 and 1 in 1860.
1864.....	10	5	1861.
1865.....	15	10	5 of 1861 and 5 of 1862.
1866, March.	15	6	1 of 1862, 5 of 1863.
1866, Nov. ...	15	9	1 of 1862 and 8 of 1863.
1867.....	26	17	1 of 1861, 1 of 1862, and 8 of 1863, 7 of 1864.
1868.....	19	4	1 of 1864, 3 of 1865.
1869.....	36	13	1 of 1861, 1 of 1862, 2 of 1863, 4 of 1865, 5 of 1866.

F.A. Examination.

Year.	Candidates sent in.	Candidates Passed.	Year of Matriculation.
1861.....	10	6	1859.
1862.....	8	5	2 of 1859 and 3 of 1860.
1863.....	13	10	1861.
1864.....	15	12	3 of 1861 and 9 of 1862.
1865.....	23	13	1863.
1866.....	26	14	3 of 1863 and 10 of 1864.
1867.....	28	13	3 of 1864 and 10 of 1865.
1868.....	43	25	3 of 1864, 9 of 1865, 13 of 1866.
1869..... ..	66	25	1 of 1864, 1 of 1865, 1 of 1866, 19 of 1867.

The general discipline of the students has been good throughout.

In conclusion, I beg to thank the Professors and the Dakshina Fellows for their hearty co-operation in every thing concerning the common weal of the College.

I have the honour to be,

Sir,

Your most obedient Servant,

J. P. HUGHLINGS,

Acting Principal Elphinstone College.

April 1870.

2. REPORT OF THE DECCAN COLLEGE FOR THE YEAR 1869-70.

No. 98 of 1870-71.

Deccan College, 27th June 1870.

To J. B. PEILE, Esquire,

Director of Public Instruction, Poona.

SIR,—I have the honour to lay before you the following Report of the Deccan College for the year 1869-70.

2. There have been no changes in the Staff of Professors during the year under report. Mr. Oxenham was absent on leave for 8 months, and his work during that period was distributed among the remaining Professors and Fellows. There have been considerable changes in the Staff of Fellows, and a re-distribution of numbers and pay. The number of Fellows has been reduced to two from four, and a Reader in Latin appointed on a salary of Rs. 150, who is now principally responsible for that portion of the College work in the Junior Class. The pay of the two Fellows, distinguished as Senior and Junior, has also been raised, and a larger amount of work assigned to them. They do, in fact, nearly as much as four did under the former arrangement.

3. Mr. Shankar Pandurang Pandit, M.A., Mr. Abajee Vishnu Kathvatey, B.A., Mr. Achut Narayen Ajgavkar, B.A., and Mr. Damodar Bhikajee Jatar, B.A., Fellows of the College, have left during the past year for other employments. All these gentlemen were efficient teachers, and their departure is a cause for regret.

4. The number of students on the books is at present 82, and the average daily attendance has been 75. The number on the books at the date of my last Report was 72, and the average daily attendance 50. These figures show, therefore, a slight increase in our number, which, considering the small number of matriculations this year, was hardly to have been looked for, and a very considerable improvement in the attendance. The long distance of the College

from the city, and the insufficient accommodation for residence, had a very unfavourable influence on the attendance when this College was first occupied. At present a larger number of students reside here, and those who dwell in the city have made arrangements for coming in a large body in a hired omnibus. The accommodation, however, is still insufficient for the number of those who would wish to reside here; and I trust accordingly that the additional buildings asked for in my letter No. 110 of 16th September last, may be provided before the commencement of 1871, when a large increase of our numbers may be anticipated.

5. I have so often spoken of the want of residences for the College Professors in the immediate vicinity of the College, that I fear it is almost useless to revert to the subject. I recognize in the present financial embarassments of the country a real ground for present delay, though I cannot help wishing that a small fraction of what has been devoted so lavishly to other purposes had been reserved to complete the original idea of the founders of this College, when they deliberately selected a site so removed from the city, with the express purpose of placing the students more immediately under the observation and influence of the Professors. I must, however, repeat on this occasion what I have so often said before—that the present arrangements are most anomalous and a very serious hinderance to the improvement of the College.

6. A College without endowments, without funds of any kind under its control, is condemned to a mean and meagre existence, with little prospect of ever being able to express, by its material aspect and surroundings, that dignity and splendour which, as a great authority tells us, are the proper accompaniments of the seat of the Muses. Certainly the Deccan College, in its forlorn isolation on a barren, stony plain, is very far from approaching such an ideal. We trust, therefore, that arrangements may be made by which, for the present, a portion of the Fee Fund may be devoted to maintaining the garden, to improving the Museum, to clothing the tattered volumes of our library, to maintaining a gymnasium and some similar purposes. These objects may be called necessaries; and if the College is to be maintained at all it must be provided for in some way.

7. The students maintain by their own contributions a reading-room, in which several English and Indian Newspapers and Reviews

are taken in; they have also had the services of a gymnastic trainer last term; and these I hope will soon be continued with more effect when the gymnastic apparatus, at present on its way from England, arrives.

8. The physical appearance of our young men is anything but satisfactory. I should be sorry to see them so exclusively absorbed in gymnastic pursuits as are those "barbarised athletes," of whose presence in the University of Oxford the learned and liberal Rector of Lincoln College so justly complains. But there is an opposite extreme, and anything that would conflict with the lazy, lounging habits of the Brahman population of Poona would be an advantage. Perhaps in time they may take to some of our English games, to which at present they show little inclination. I am more anxious, however, to see the system of a gymnastic training extended and perfected.

9. From these matters I turn to what is of more importance—the studies of the College, and its fortunes in the University Examinations of the past year.

10. On the former topic, I beg to refer you to the full reports from the Professors and Fellows of their work during the past year. We have discussed in College meeting the suggestions of Mr. Vishnu Moreshwur Mahajani, as to the Marathi Scholarship, and decided that no change is necessary. We have also tried to obviate, as far as possible, the inconveniences of which Mr. Hormusjee Jehangirjee Bhabha complains. Similar inconveniences, I am happy to say, will not be felt when your regulations with respect to classical languages come into effect. My own work has been as usual.

I have lectured on Logic, Political Economy, and History, and taken the Latin composition of one class.

11. Dr. Keilhorn has during the past year brought out a Sanscrit Grammar, which it may be confidently hoped will be of the greatest service in all the High Schools of the Presidency and elsewhere, and largely economize his own labour hereafter in this College, where students now present themselves so ill prepared. I beg also to call your particular attention to his remarks on the long services and failing health of the learned and venerable Mr. Anunt Shastri Pendharkar, and to observe here that I trust you will find it in

your power to sanction the suggestion, which I have made elsewhere, for granting him a slight addition to his income in the form of a Seniority allowance, payable from the Fee Fund. The services of this excellent and learned man to Sanscrit learning have been very great, and he is perhaps the last of his race.

12. The present year, as you are aware, was distinguished in the University annals by the large amount of failures in two examinations, viz. the Matriculation, and First Examination in Arts. As I took part in the examination for the Degree of M.A., in that for the Degree of B.A., and in the Matriculation Examination, I may express my belief that there was no abrupt change in the standard—at least no known intention to do so, or, if there was, it has remained a secret ever since. The failures in the Matriculation Examination admit of easy explanation. The hurried and slovenly papers which came before me, being the answers to a few singularly easy questions on geography, gave me a very low opinion of the qualifications of the great majority of the candidates. The failures in the higher examinations—those for B.A. and M.A.—were not more numerous than those of former years. But the proportion who failed in the First Examination in Arts was certainly extraordinarily large. Of 32 who presented themselves from the Deccan College at this Examination only 9 passed, and I believe the proportion of failures was much the same at Elphinstone College. Last year this College sent up 28, of whom 14 passed. The change cannot, I think, be attributed to one set of classes exclusively. There can be no doubt that the examinations in a University, existing under the conditions of Indian Universities, must be subject to a certain amount, perhaps not a slight one, of variation, from the inexperience of examiners, and the varying estimates formed of what may be expected from native students. The difficulty of forming a really fair estimate of the work of one who is writing in a foreign language on subjects which he naturally approaches from a point of view widely different from that of an Englishman is very considerable. I have often been surprised at the extent of the difficulty, and at the changes which the mind passes through before arriving at a conclusion. And this consideration explains further the inequality of the candidates who go up for any examination after the matriculation, for a very slight lowering of the standard in that introductory examination floods the Colleges with ill-prepared students. I

am very confident that there was no falling off in the zeal or quality of last year's instruction as compared with former ones, though there certainly was some, but not, I think, of a very marked character, in the quality of the class under consideration."

13. There were 12 candidates for the Degree of B.A., and 6 passed. Last year there were only 5 candidates, of whom 3 passed.

14. One member of this College, Mr. Abajee Vishnu Kathvate, went up for the Degree of M.A. in History and Philosophy, and failed. He was the only candidate in that school, which embraces a very extensive range of subjects. Mr. Abajee Vishnu Kathvate is a diligent and intelligent young man, and was most serviceable as an instructor in this College, but he had not sufficient leisure for travelling over the whole course of study. The Rev. Dr. Willy and myself were examiners, and were well satisfied with some portions of his work.

15. With reference to the Circular No. 49, of 7th April last, I have the honour to state that Dr. Kielhorn and Professor Kero Lakshmun Chutrey report that the manuscripts and apparatus under their charge are safe and in good condition. The same may be said of the Library books generally.

I have the honour to be, &c.,

W. WORDSWORTH,
Principal of the Deccan College.

3. REPORT OF THE GRANT MEDICAL COLLEGE FOR THE YEAR 1869.

During the past year, 1868-69, on which I have the honour to report, there have been 143 students under instruction, of whom 44 belonged to the Primary Class, 49 to the Hospital Apprentices Class, and 50 were Vernacular pupils.

University Examinations for the L.M. Degree.—Eleven students were qualified to stand for the 1st Examination: nine, however, only went up, two being prevented from presenting themselves by ill health. Five (5) succeeded in passing the examination, one (1) in the First, and four (4) in the Second Division. Three (3) out of the five (5) successful candidates had only been under instruction for 20 months, or, in other words, had kept only 4 terms in College, instead of 6 as is customary, and is the lowest period qualifying for admission to the Examination recognized by the University of Bombay. The following are the names of the successful students:—

1st Division.

Tribhuwandas Motichand Shah.

2nd Division.

R. Bedford.
Shantaram Vinayak Kuntak.
Kassum Virjee Patel.
D. B. Valis.

Tribhuwandass Motichand Shah, whose name heads the list, is the second student from this College who has succeeded in passing in the First Division after the restricted period of study above referred to. One (1) of the unsuccessful candidates had on a former occasion failed to satisfy the Examiners, two (2) had kept six (6) terms in College, and one (1) but four (4). I expected the last student would have passed, and thought there was a reasonable probability also of one of the others succeeding. On the whole, however, the results of the examination may be considered as satisfactory.

For the second examination I grieve much to state this College was unable to send up a candidate, there not being a student of sufficient standing to present himself; and were it not that a steady and increasing reflux of prosperity has set in during the 3-4 years, the year 1869 might have been inscribed on the College records as our *annus tristis*.

Final Examination of Hospital Apprentices.—Five students of this class underwent the examination for the Grade of Assistant Apothecary before the Principal and Professors of the College, and were found qualified, viz.:—

E. R. Freeman.
J. Menezes.
A. P. Fernandez.
C. Pereira.
P. Barretto.

Final Examination of Pupils of the Vernacular Class.—Eleven candidates were examined by the Teachers of the Vernacular Class, superintended by the Principal, and found qualified, viz.:—

Harree Ragoonath Bapat.
Bhasker Sitaram Josey.
Balcristna Harree Kolaporkar.
Chintaman Ballal Kelkar.
Laxumon Anunt Mulay.
Anundrao Muccond Trilokakur.
Ballaji Sinday, General No. 485.
Moro Ragoonath, General No. 511.
Kessew Harree Bamli.
Ramcristna Tatia Pavasker.
Abajee Bappojee Seinday.

Nine (9) of these lads have entered the Medical Subordinate Department of Government as Hospital Assistants, and two (2) have embarked in private practice.

Examination of Assistant Apothecary Visram Ramjee Gollay for promotion to the Grade of Sub-Assistant Surgeon.—In the order of Government of India, No. 550, dated 5th June 1868, on the reorgan-

ization of the Subordinate Medical Department, para. 46, it is stated:—

> "In order to afford Junior members of the Apothecary Class, of undoubted ability and good character, an opening to further advancement, a limited number of Assistant Apothecaries, after having served 5 years in that grade, may, if they are specially recommended as likely to profit by the measure, be allowed to attend the Medical College for a further period not exceeding 2 years, to qualify themselves for the grade of Sub-Assistant Surgeon. On appointment to that grade they will be struck off the Establishment of the Hospital Class, and join the civil body of Sub-Assistant Surgeons under the usual conditions."

In accordance with the above, Assistant Apothecary Visram Ramjee Gollay was permitted to join the College on the opening of the Winter Session in 1868. The extensive practical experience gained by him in the Jamsetjee Jejeebhoy Hospital during the many years he was attached to it as Assistant Apothecary, combined with much natural ability, enabled him ten (10) months subsequently to pass the necessary examination with great credit, having obtained 106 marks out of a maximum of 110. He is, I believe, the first of his class who has successfully passed through a course of instruction in any of the Indian Medical Colleges under the foregoing rule.

Examination of Sub-Assistant Surgeons for the Higher Grades.— Four Medical Officers belonging to this class were examined by the Professors and found qualified; viz., Sub-Assistant Surgeon Shantaram Vittal, L.M., and Teacher of Chemistry and Materia Medica to the Vernacular Class; Sub-Assistant Surgeon Jamsetjee Byramji, G.G.M.C.; Sub-Assistant Surgeon Succaram Arjoon, L.M., Teacher of Medicine and Midwifery to the Vernacular Class; Sub-Assistant Surgeon Gopal Shivram, L.M., Teacher of Surgery and Medical Jurisprudence to the Vernacular Class.

The two first-mentioned were eligible by length of service for promotion to the superior grade. The others had recently completed Marathi Text Books on Medicine and Surgery respectively for the use of the Vernacular pupils, and at my suggestion were, with the sanction of the Director of Public Instruction, permitted to present

themselves for examination before they had completed the usual period of service, in accordance with Rule 6 relative to Sub-Assistant Surgeons, which states that—

> "In the event of a Sub-Assistant Surgeon of the 3rd or 2nd Class distinguishing himself for a period of years by great assiduity in the discharge of his professional duties, and, at the same time, by making contributions to medical science creditable to his industry and professional attainments, he will become eligible for promotion to the superior grade, without reference to period of service."

These several promotions have since been duly gazetted on the recommendation of the Inspector General, Indian Medical Department.

Changes in the College Staff.—The changes in the *personnel* of the College have this year been unusually numerous. Surgeon A. V. Ward, Professor of Midwifery, and Assistant Surgeon Dymock, Professor of Pathology, have proceeded to Europe for a period of 2 years on medical certificate, and their chairs have been respectively filled by Surgeon Rogers, and Assistant Surgeon Arnott, M.D. In April, Assistant Surgeon J. McKenzie, M.B., Professor of Surgery and Dental Surgery, obtained leave on medical certificate to Europe for 18 months, and has been succeeded by Assistant Surgeon W. Gray, Professor of Anatomy, and Curator of the Museum. The appointments thus temporarily vacated by Professor Gray have been conferred on Assistant Surgeon W. F. Knapp.

In July Mr. Narayan Dajee, G.G.M.C., was appointed Professor of Materia Medica on the departure of Mr. Sidney Smith, M.D., to Europe for 6 months on sick certificate. Mr. D. Young, M.D., has been placed in charge of the chair of Botany in succession to Doctor Birdwood.

I would take the opportunity afforded me of calling attention to the appointment of Mr. Narayan Dajee to the primary staff of the College, and of congratulating him on being the first Native gentleman who has succeeded in winning his way to this honourable distinction. I would also beg to offer him my thanks for the able, efficient, and zealous manner in which he has carried out the duties entrusted to him.

The following Scholarships have been awarded.

A Carnac Scholarship of Rs. 25 monthly, for proficiency in conducting the duties of Clinical Clerk and in knowledge of Practical Medicine and Pathology, to Anna Moreshwar Kunte, B.A.

An Anderson Scholarship of Rs. 25 monthly, for proficiency in conducting the duties of Surgical Dresser and in knowledge of Practical Surgery and in Surgical Anatomy, to J. A. DeGama.

A Farish Scholarship of Rs. 25 monthly, for proficiency in the Principles and Practice of Medicine and Surgery, to Suruplal Balockram Shirbastam.

A Reid Scholarship of Rs. 15 monthly, for proficiency in Midwifery, to Bulwant Gopal Bhate.

A Farish Scholarship of Rs. 20 monthly, for proficiency in Anatomy, including Practical Anatomy, to Tribhuwandas Motichand Shah.

A Carnac Scholarship of Rs. 15 monthly, for proficiency in Physiology, to Shantaram Venayak Kuntuk.

A Farish Scholarship of Rs. 15 monthly, for proficiency in Materia Medica and Practical Pharmacy, to D. B. Vallis.

A Reid Scholarship of Rs. 15 monthly, for proficiency in Chemistry, to Kassim Virjee Patel.

An Anderson Scholarship of Rs. 15 monthly, for proficiency in Anatomy and Practical Anatomy, to Hormasjee Dadabhoy Masani.

An Anderson Scholarhip of Rs. 15 monthly, for proficiency in Chemistry, Theoretical and Practical, to Nassurwanjee Nowrosjee Khambata.

A Farish Scholarship of Rs. 14 monthly, for proficiency in Materia Medica and Practical Pharmacy, to T. C. DeSequeira.

A Carnac Scholarship of Rs. 13 monthly, for proficiency in Practical Chemistry, to Dossabhoy Burjorjee Kandavala.

An Anderson Scholarship of Rs. 15 monthly, for proficiency in Practical Chemistry, to A. M. DeSouza.

A Carnac Scholarship of Rs. 13 monthly, for proficiency in Physiology, to Rajaram Ramcrishna Bhagwat.

Government Scholarship of Rs. 10 monthly, for proficiency in Anatomy, to J. V. Coutinho.

Government Scholarship of Rs. 10 monthly, for proficiency in Materia Medica and Practical Pharmacy, to Bhalchundra Krishna Bhatvadeker.

Government Scholarship of Rs. 10 monthly, for proficiency in Chemistry, to J. Pereira.

Government Scholarship of Rs. 10 monthly, for proficiency in Botany, to Krishnajee Gopal Patak.

Government Scholarship of Rs. 10 monthly, for proficiency in the subjects of study during the Session, to N. S. DeCosta.

Vernacular Class.

The Jaggannath Sunkersett Scholarship of Rs. 10 monthly, tenable for ten months, for proficiency in the subjects of study during the Session, to Vittal Bhickajee Nancy.

The Jaggannath Sunkersett Scholarship of Rs. 5 monthly, tenable for ten months, for proficiency in Physiology and Materia Medica, to Shreedhur Balwant Baput.

The Jaggannath Sunkersett Scholarship of Rs. 5 monthly, tenable for ten months, for proficiency in Anatomy and Chemistry, to Shreeniwas Ragovendra Hucholey.

The Medals for the Hospital Apprentices Class have been awarded as follows :—

Burnes Medal—The Burnes Medal to third-year Hospital Apprentice E. R. Freeman.

McLennan Medal.—The McLennan Medal to first-year Hospital Apprentice F. C. De Souza.

Sir Jamsetjee Jejeebhoy Medical Book Fund.—The interest of this Book Fund, amounting to Rs. 626-12-0, has been distributed amongst the matriculated students, to aid them in purchasing the several prescribed Text Books.

The Museum.—The Acting Curator, Professor Knapp, reports that "36 specimens have been added to the collection, as well as four (4) complete Skeletons to the Anatomical Series." As I reported last year, want of space precludes any extensive additions being made in this direction.

The Library.—The collection has been enriched by 60 additional volumes, and I expect shortly to receive a further supply of the

value of Rs. 2,000, which will make the Library a highly important and valuable department of the College. In consequence of the insolvency of the firm to which the orders were transmitted, considerable delay has occurred in the receipt of the books. A Catalogue is much needed, and is in course of preparation.

The Materia Medica Collection has received further additions, as many, in fact, as the limited space at my disposal will admit of. The collection, though much improved during the last two years, is scarcely creditable to the Institution.

Progress of the College, and General Observations.—In my last Report I stated "I looked hopefully forward to the time when the Vernacular Class would be largely increased." This anticipation is, I am gratified to think, in a fair way of being realised. Government, on the recommendation of the Director of Public Instruction, have sanctioned considerable extensions to it, and have further resolved to institute a Gujarathi Class, and thus bring within reach of the poorer population of Gujarat a set of men educated in the science and art of Medicine as practised among European nations. No sooner was the Resolution of Government made known, than Mr. Cowasjee Jehangheer, C.S.I., with his usual philanthropic spirit, at once offered a sum of Rs. 2,500 in Government 5 per cent Promissory Notes for the purpose of endowing a Scholarship of the value of Rs. 10 per mensum. Other leading native gentlemen responded to the call in a similar manner, viz.:—

The Honourable Mr. Munguldas Nathoobhoy	Rs.	3,000
The Honourable Mr. Byramjee Jejeebhoy	„	3,000
Kessowjee Naique, Esq.	„	3,000
Dinsha Manockjee Pitit, Esq.	„	500

His Highness the Gaekwar of Baroda has also forwarded a contribution of Rs. 2,000 "for general purposes," which, together with the sum of Rs. 500 contributed by Mr. Dinsha Manockjee Pitit, has, at my suggestion, been set aside as the nucleus of a Book Fund, to assist in defraying the cost of such Text Books as hereafter may be prepared for the use of the class. I sincerely trust the Government of India may regard this scheme with favour, and that the class may be in thorough working order during the current year. At the Entrance Examination of the Marathi Class, held at the end of October last,

there were 175 candidates for 22 vacancies; 17 came from the Medical Department, and 158 from the various Anglo-Vernacular Schools of the Presidency and Mofussil. Thirty-four (34) were selected, 22 received stipends, and 4 joined as free students. All have a good knowledge of English, in a few instances but little inferior to that of a matriculated student. Monthly stipends, at the rate of Rs. 12, previously granted to a limited number of pupils of this class, have, in accordance with the order of Government of India, No. 550, dated 3rd June 1868, been reduced to Rs. 9 and 10 for those qualified in English during the first and second years, and Rs. 7 and 8 for those not qualified in English during same period. House-rent at the rate of Rs. 4 per mensem while unprovided with quarters on the College premises, though still continued to Vernacular pupils, has been disallowed to Medical pupils who are associated with them. In consequence of this decision nine (9) out of thirteen (13) who joined applied in a body to be permitted to return to the stations from which they had been sent, as the pay was inadequate to their wants at the Presidency town. They also withdrew all claims to travelling allowance rather than remain. Considering their plea both reasonable and just, the lads, with the sanction of the Inspector General, Indian Medical Department, were permitted to leave the College. A representation of the circumstances to Government has resulted in a recommendation "that not less than Rs. 10, with free quarters or house-rent, and a suit of clothing per annum, should be allowed even to a Native Medical pupil not knowing English during his first year." This decision of Government will also, it is hoped, remove the last barrier which existed to the formation of the Medical Pupil Class. The withdrawal of these 9 lads reduces the number receiving instruction through the medium of the Marathi language to 47.

The series of Text Books for the Marathi Vernacular Class is being steadily proceeded with. Two (one on Medicine, the other on Surgery) have, as already mentioned, been completed during the year, and are now in the hands of the students. Those on Midwifery and Jurisprudence are required to complete the series. Their compilation has been entrusted to Messrs. Succaram Arjoon Ravut and Gopal Shewram Vaidya, who will, I have little doubt, execute the task confided to them as ably as they have already done their works on Medicine and Surgery. The supply of Text Books on Chemistry

and Anatomy (descriptive and general) is running short. New and improved editions are being prepared by Messrs. Shantaram Vittul Sauzgare and Bhicajee Amroot, teachers of the Vernacular Class, and will, I expect, be ready by the end of the year.

Twenty-five (25) Hospital Apprentices have recently joined, which, with those that remained, raises the number at present attending to fifty-five (55). The Primary Class, consisting of graduates and undergraduates, continues to display rapid growth. Twenty-seven (27) have joined this year, or nearly ½th of the total number of successful candidates at the last Matriculation Examination of the University. During the past three (3) years 59 have entered the College, whereas the maximum of any other similar period since the foundation of the Institution has been but forty (40). It is not only, however, that a steady increase in our numbers has taken place during the last few years, but a marked advance is noticeable in the attainments and social status of many who have joined, and I cannot call to mind a single Junior student who is not able to follow with facility the lectures as delivered. In this respect our students form a pleasing contrast to those of the Calcutta Medical College. Dr. Chevers, the Principal, in his Report of that Institution for the year 1867-68, states—"It is certain that many students now enter our English class with so limited a knowledge of the language in which they are taught, that their attendance at lectures and in the wards, and their reading during the earlier years of their study here, are almost entirely wasted. Under such circumstances as above quoted, the severity of the Matriculation Examination of the University of Bombay, or rather, I should say, the strict manner in which its conditions are carried out, cannot but be regarded as a positive boon to this Institution.

I have already drawn attention to one act of liberality on the part of Mr. Cowasjee Jehangeer, C.S.I., in the bestowal of a Scholarship of the value of Rs. 10 per mensem on behalf of the proposed Gujarathi class. It gives me sincere pleasure to have to record further evidences of the interest which he takes in Medical education. In January last, this gentleman forwarded to me a sum of Rs. 5,000 in Government 5 per cent paper for the purpose of founding two (2) Scholarships for the Junior Students of the Matriculated Class. In the previous year (1867), as reported, he presented the Library with a sum of Rs. 2,000. These several contributions which he has pre-

sented to this College during the last two years amount in the aggregate to a sum of £1,000. It will be sufficient for me simply to record these acts of liberality on the part of this munificent individual. Any remark of mine might detract from, rather than add to, their value. The following is a total of the number of students borne upon the College Rolls:—

Graduates and Undergraduates	66
Hospital Apprentices	55
Vernacular Pupils.	47
	168

which is considerably the largest number on record. I have been able to make arrangements for the accommodation of eight of the matriculated students on the College premises, and regret much to think that my endeavours in this direction should of necessity be of so restricted a nature. With the sanction of Government, I have placed myself in communication with Lieutenant Colonel Fuller, R.E., Architectural Engineer, who is now drawing up plans with a view to the extension of the College Building.

Mr. Howell, L.M., formerly a student of the College, returned from England a few months ago, after successfully competing for the Medical Service of this Presidency. His name stands tenth (10) on a list of 20 successful candidates, and he obtained 4,501 marks out of a maximum of 6,900.

The marble bust of my predecessor, Dr. Haines, subscribed for by his friends and admirers, including Sir H. Bartle E. Frere, K.C.B., late Governor of this Presidency, has been received from England, and now worthily occupies a niche in the vestibule of the College.

The Jamsetjee Jejeebhoy Hospital—the Practical School of Instruction for the Students, and without which this College could scarcely venture to exercise any claim to being considered a *School of Medicine*—has undergone considerable additions and improvements. A handsome upper story has been added, which admits of increased accommodation for nearly 80 beds; well arranged bathing-rooms, built on the most recently improved principles, have been attached to it, and an Operating Theatre has also been built, with an Hydraulic-lift leading from it to the upper wards. The whole was designed and carried out by Lieutenant Colonel Fuller, R.E., at an outlay of

Rs. 1,50,000, one-third of which was liberally given by the Sir Jamsetjee Jejeebhoy family, and the remainder by Government. Detached buildings for patients suffering from contagious diseases, and capable of accommodating 40 beds, have also been erected at almost the extreme limit of the College premises. This extension of the Hospital Building enables it to accommodate 520 patients. Despite this addition, however, it still inadequately, I regret to say, meets the want of the sick poor.

Before concluding this Report, I would beg to offer a few remarks on a scheme for the re-organization of the College and Hospital, which has been submitted by me to Government through the Director of Public Instruction. I am in some measure induced to allude to this in consequence of statements of a highly inaccurate character having been placed before the public regarding it. The scheme is based on the Rules and Regulations of the Calcutta Medical College. Chapter II. of my scheme on the government of the College and Hospital is copied almost "*literatim et verbatim*" from Chapter I. of the Rules of the sister College; and, with the exception of a few additions and modifications, which do not affect the general principles involved, there is scarcely a clause the language of which, though varied, does not express their sense and spirit.

Briefly my scheme advocates—

1. The substitution of a single for a dual controlling authority.

2. The investment of the government of the College and Hospital in all the Professors, subject to the control of the Director of Public Instruction. This will relieve the Principal from an amount of responsibility, which, under existing arrangements, is, I consider, unfairly imposed on him.

The working of such a system, after an experience of 35 years in the Calcutta College, is shown in the success which has attended that school in all its operations, and its advantages over the system at present in operation here will be evident to any impartial inquirer *solely interested* in the welfare of this College; and I sincerely trust it will not be long before I may have the satisfaction of seeing so necessary a reform receive the sanction of Government.

W. G. HUNTER, M.D., M.R.C.P.,
Principal, Grant Medical College.

Bombay, Grant Medical College, 5th January 1870.

4. REPORT OF THE CIVIL ENGINEERING COLLEGE FOR THE YEAR 1869-70.

No. 82 OF 1870-71.

Civil Engineering College, Poona,
24th June 1870.

To The DIRECTOR OF PUBLIC INSTRUCTION, Poona.

SIR,—I have the honour to submit my Annual Report for the year ending 1869-70.

1. *Changes in the College Staff.*—The only change in the teaching staff of the College which has occurred during the past year is the appointment of Mr. Narayan Babaji Joshi as Assistant Teacher of the Vernacular Class in the room of Mr. Valabhram Bhaichand Guzer, resigned.

2. *Attendance.*—It gives me much pleasure to be able to report a great increase to the number of students on the Attendance Roll of the College. The total number of students on the 1st April was 92, being 33 in excess of last year's attendance. These were distributed as follows:—

I. *University Department.*

1. Senior Class	7
2. Middle „	16
3. Junior „	15

II. *Second Department.*

One Class	35

III. *Vernacular Department.*

One Class	19
Total...	92

The official year closes with an attendance of 92 students, a number far in excess of the maximum attendance in any other year since the establishment of the College. The present term opens with an attendance of 118, and the prospects of a still further increase in September next so far approach certainty as to oblige me to apply

for some addition to the present teaching staff. With 150 pupils (at which number I estimate the probable attendance next year), the present staff of Professors, two in number, will be quite insufficient for the instruction of six distinct classes engaged in studying different subjects.

Notwithstanding the small number of successful candidates at the last Matriculation Examination, the newly formed Junior Class of the University Department consists of 15 students, being precisely the same as in last year's Report.

The second Department at present consists of but one Class, but next year the existing Junior Class will become the Senior, and a new Junior Class will be admitted by examination.

3. *University Examinations and Curriculum.*—The candidates from the College who presented themselves for the Examinations F.C.E. and L.C.E. were fairly successful. Out of 12 who appeared for examination, 7 passed, 3 of whom obtained the University Degree of Licentiate of Civil Engineering.

I regret to state that I have still the same difficulty to complain of as regards the University course. It is so vague and indefinite, that it is impossible for a teacher to predict with any certainty as to the success, or otherwise, of his pupils. As an instance of the unsatisfactory state of the present course, I may mention that the new system of Chemical notation and nomenclature has been adopted in this College as it has been in all Educational Institutions throughout Europe, where it has completely superseded the old system. Though the new system has been introduced into the College, there exists no certainty as to whether the University examiners will adhere to the old notation and nomenclature, or adopt the new. I made this question the subject of a proposal to the Syndicate, and suggested that, as the old system had died out in all the European Universities, and also in the Universities of Calcutta and Madras, the Bombay University should also adopt the chemical language, which has now become universal, and which will be a few years hence the only intelligible one. The reply of the Syndicate was to the effect that "the time for exclusively adopting the new system of Chemical notation and nomenclature at the University Examinations should be left to the discretion of the examiners in Chemistry."

Imagine a High Schoolmaster being informed that it depended

on the caprice of the examiners whether his pupils were to be examined in History through the medium of the English language or the French language—and yet the cases are nearly parallel, so widely do the names and formulæ of the new system differ from the old. Ask a student who has only learned the old notation and nomenclature what *dihydric sulphate* means, and he will be puzzled to recognize under its new name the familiar substance *sulphuric acid*. The uncertainty respecting the Chemical language to be employed by the University Examiners has entailed upon the students the necessity of familiarizing themselves to a certain extent with both systems. This not only tends to produce confusion in the minds of young students, but also imposes on them a great amount of unnecessary and unprofitable labour.

During the past year the University has made a concession to the Licentiates of Civil Engineering, and such Licentiates are now permitted to appear for the F.E.A. Examination after completing one year's study at an affiliated Institution, instead of two as formerly. The concession, though a step in the right direction, is of little value, as I do not think it at all probable that men who have passed so high a test as that required for the L.C.E. Examination,—the Mathematics, Chemistry, and Physics prescribed for which is a good deal higher than that prescribed for the B.A. Examination,—will be inclined to return for two years to College for the purpose of gaining credit for attendance sufficient to enable them to appear for their B.A. Degree, and recapitulate a considerable portion of their former studies.

The Calcutta University permits Licentiates in Civil Engineering to present themselves for F.E.A. and B.A. Examinations without any further attendance at a College, and it seems to me that this concession is reasonable.

The Licentiates in Civil Engineering have the same advantages as regards College discipline that the Arts College students have, the same period of six terms' attendance being prescribed for both; and it does not seem reasonable to impose on a student who may be able to pass the F.E.A. or B.A. Examination the necessity of spending an additional two years of his life within the walls of a College, merely to make up a number of attendance days in one Institution which have been already filled up in another. If after a three years'

attendance in the Engineering College a student should succeed in obtaining his Licence in Civil Engineering, I think it would be no very great concession to allow such a student to present himself for his B.A. Degree, particularly as, if he should attend an Arts College for ten consecutive years, success at the University examination is essential before his Arts Degree can be conferred. The rule of the Calcutta University is as follows :—"Any Licentiate in Civil Engineering may proceed to the First Examination in Arts, and Bachelor of Arts Examination, without completing the two years of study at an affiliated Institution required under para. 2 of the B.A. Regulations." (*Calcutta University Calendar* for 1869-70, page 71.) A similar rule prevails respecting the Bachelors in Medicine, and Licentiates in Law.

Some such concession must be made in the case of the Licentiates in Civil Engineering in the Bombay University, if the Degree of Master of Civil Engineering is not to exist merely in the University Calendar. Sir Alexander Grant, at the time of the affiliation of the Civil Engineering College to the University, recommended to the Syndicate that the Civil Engineering College terms should be allowed to count as attendance for the Arts Degrees. I was myself present at the meeting of the Faculty of Civil Engineering during the discussion of Sir Alexander Grant's letter, and, if I remember rightly, the recommendation conveyed therein was supported by the Faculty, but did not meet with the concurrence of the Syndicate.

4. *Library, Museum, and Laboratory.*—I regret that I can only report a trifling addition (57 volumes) to the College Library during the year. The sum allotted for contingencies is so small, and Engineering works are so expensive, that the annual addition to the Library cannot, under existing circumstances, be otherwise than insignificant. I trust that Government will occasionally make a special grant to the College for the purchase of books. The science of Engineering is one of progress, and continual improvements are being introduced in its practice. It is, therefore, essential that the College Library should be in possession of all new and important Engineering publications.

The Geological collection in the Museum increases rapidly. Contributions are frequently received from many of the former students of

the College who are employed throughout India, and the new cases are now almost full.

Since the date of the last report Government has sanctioned a grant for the purchase of Chemical and Philosophical Apparatus, and some of the Apparatus purchased has arrived from home. I have also had a new Chemical Lecture-room arranged sufficiently large to accommodate all the students in the First and Second Departments. A small Students' Laboratory has been also constructed, with a separate bench, basin, and water-cock for each operating student, so that the Senior Class will in future be able to study qualitative analysis under more advantageous circumstances than hitherto.

5. *Survey and Excursions.*—During the last term of the year the students of the various classes went out for field work on every Saturday morning. I have also taken the Senior Class to Lanowlee to visit the Railway Workshops, where permission having been kindly accorded by Mr. Bell, the Locomotive Superintendent, the students spent the greater part of two days in studying the machinery.

The same class, accompanied by Mr. Samuel Cooke and myself, made a further excursion down the Bhore Ghaut, where many objects of engineering and geological interest presented themselves. I believe that the introduction of regular geological excursions and visits to important works would be of the greatest practical use. The annual allowance made to the College at present for contingencies, however, will not admit of such an arrangement. In Roorkee Engineering College a considerably greater amount was spent in surveys and excursions during last year than that granted to this College for surveying charges, cost of drawing materials, stationery, chemicals, and all other incidental expenses.

6. *Mechanical School.*—I regret that I am unable to report favourably of this branch of the Institution. The workshops have not as yet been commenced, although sanction for the sum necessary for the completion was accorded last year, and I understand that in the present year's Public Works Budget a like sum has been sanctioned. Meanwhile a steam-engine and a quantity of valuable machinery lie in the compound exposed to the weather; the temporary grass-shed, which was erected to protect them, having fallen down, and no less than 40 students of the Maistry class are

without any place to work in. I hope that the construction of these workshops may be soon undertaken, as with the machinery in the compound, and the money in hand, there need, I should imagine, be no further delay.

7. *College Studies, &c.*—The course of study laid down for former years has, with scarcely any alteration, been adhered to during the year under report, and the conduct of the students has been unexceptional. The Fellows during the last term were both Licentiates of Civil Engineering, and were therefore able to give much assistance in teaching the Junior Classes. They also employed their spare time in improving their knowledge of Chemistry and Mineralogy. Mr. Khandubhai Gulabhai Desai, L.C.E., who has lately been appointed to the Assistant Engineership, reserved annually for the successful students of the College, completed under my direction some exceedingly good and correct analyses of many of the geolitic minerals of the Deccan trap.*

8. *Employment of Passed Students.*—On the subject of the employment of the Licentiates in Civil Engineering in their legitimate sphere, I have already addressed you in separate letters. His Excellency the Chancellor of the University, in his speech at the Convocation of 12th January 1869, impressed upon all its students the importance of the study of Engineering, as being more likely to be beneficial to natives of this country than almost any other. I am aware that in consequence of the promise of employment thus implied, several students left the other Colleges and joined the Engineering College, so that there were several additions to the Junior Class immediately after the Convocation. I sincerely trust that Government will make some provision for those men who, after several years hard study, reach the highest theoretic standard obtainable in Engineering. It is quite clear that unless Government are willing to employ the Licentiates, private companies cannot be expected to do so.

A new sphere for the employment of such men is now being opened in the State Railways, for the surveys and location of which I should think the University Licentiates would be especially valuable.

* I shall be happy to communicate the result of these analyses to any person interested in the subject.

9. I would lastly make a remark on a subject respecting which I have already addressed you. I allude to the unfair position in which the superior Officers of the Civil Engineering College are placed relatively to the rest of the Educational Department. While Principals and Professors of other Colleges, and Inspectors and Assistant Educational Inspectors, are entitled to a progressive increase of salary, depending on length of service, no such increase has been sanctioned for the Professors of the Engineering College. At the time that this privilege was granted to the other Colleges the Engineering College was not in existence, and hence no mention was made of it. I can hardly conceive anything more unfair or unjust to the Officers of the College than their being thus virtually placed a grade lower than the Assistant Educational Inspectors, which I can scarcely believe to have been the intention of Government. There does not appear to be any reason why the attainments of the Professors of the Engineering College should be inferior to those of the Professors of other Colleges.

10. In conclusion, I beg to tender my best thanks to the Professors and Teachers of the College for their co-operation during the past term.

I have the honour to be, &c.

THEODORE COOKE,

Principal, Civil Engineering College.

5. REPORT OF THE GOVERNMENT LAW SCHOOL FOR THE YEAR 1869-70.

1. At the commencement of the year 1869 the number and description of Students on the Rolls of the School were as follows :—

Candidate Law Students.....	45
Junior Law Students	12
Senior Law Students	23
Total.....	80

2. The total number of students on the rolls at the commencement of the year 1868 was 79, and at the commencement of the present year was 66. The falling off in numerical strength this year is apparent rather than real, and is accounted for by the result of the jurisprudence examination to be presently detailed.

3. In 1869 two lectures on General and Comparative Jurisprudence, and the Roman Law, in each week during term time, were delivered to the Candidate Law Students by the Acting Perry Professor, and the usual annual examination of these students was held by him on the 23rd of December last.

4. At that examination, out of a Jurisprudence Class numbering 45 at the beginning of the year, only 10 presented themselves to be examined, although 28 had attended lectures with such regularity as to entitle them to be present at the examination. The reasons which, in the opinion of the Perry Professor, led to this result I have already communicated to the Director of Public Instruction in letter No. 13 of 1869-70, dated 10th January 1870.

5. The examination was conducted by means of printed papers. Of the ten students who presented themselves for examination nine were found qualified to enter the Senior Classes.

6. It is probable that most of the men who, being qualified to do so, did not present themselves at that examination will present themselves at the examination to be held at the end of the present year.

7. The Senior and Junior Law Students have hitherto formed but one Class. To it two lectures in each week during term time

on Hindu and Mahommedan Law and the English Law of Property were delivered by the Acting Government Professor of Law.

To the same Class a similar number of lectures on the Law of Contracts and Evidence were delivered by the Government Professor of Law, Mr. O'Leary.

8. In future the Senior and Junior Law Students will be formed into two separate classes.

9. The attendance of the students generally throughout the year 1869 was very regular, and has continued so during the present year.

10. Fifteen Senior Law Students presented themselves as candidates for the Degree of LL.B. at the examination held by the Bombay University in November last. Of these, six were successful as against three the previous year, and hitherto the largest number.

11. In the month of January last 44 Candidate Law Students were admitted into the Law School, and one subsequently, making in all 45. Of these five were Graduates, thirty-five Senior Students, and the remaining five gentlemen who had merely passed the Matriculation Examination. No unmatriculated students were admitted.

12. The 66 students on the Rolls at the commencement of the present year, and the one who subsequently joined, were of the following standing :—

Candidate Law Students.....	45
Senior Law Students	10
Junior Law Students	12
Total.....67	

CHARLES F. FARRAN,

Acting Government Professor of Law, and
Perry Professor of Jurisprudence.

17*th June* 1870.

APPENDIX C.

REPORTS OF THE TRANSLATORS IN THE EDUCATIONAL DEPARTMENT FOR 1869-70.

1. Report of the Maráthí Translator for 1869-70.
2. Report of the Gujarathi Translator for 1869-70.
3. Report of the Canarese Translator for 1869-70.
4. Report of the Dakshina Prize Committee for 1869-70.

1. REPORT OF THE MARA'THI' TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1869-70.

I have the honour to submit the following report of the work done in the Office of the Maráthí Translator and Literary Referee, Educational Department, in the year 1869-70.

A.—*My own personal work.*

In the past year I recast and revised the Fifth and Sixth Books of the Departmental Maráthí Series preparatory to their being stereotyped. Through the modifications and additions that have been made these books are almost like new books.

I carried through the press the first stereotyped edition of the First, Second, Third, and Fourth Books of the Maráthí Series that were recast and revised in 1868-69.

The Fifth Book has entered the Press.

During the past year I examined and reported upon the following works sent to me for examination and report:—

(1) The Measure of Damages relating to Contract, by Mr. Dámodhar Wyankatesh Pánandhikar.

(2) The Rája Málá of Mr. Shámráo Morojí.

(3) Translation of an English Story of a Mahommedan Lady, by Mr. Ganpatráo Bábuljí.

(4) Eka Pradhánáchen Cháturya, by Mr. Parshurám Bhikájí Bhatye.

(5) Rájá Shiwájí: an Epic in Maráṭhí, by Mr. Mahádeo Moreshwar Kunte, B.A.

(6) Ratna Kosh, by Mr. Bálkrishna Malhár Bíḍkar.

(7) The Life of Shiwájí, in Poetical Metre, by Mr. Jotibá Govindráo Phule.

(8) Awaliya; or, The Grievous Effects of Vanity, by Mr. Vináyak Bálkrishna Dámale.

(9) A Maráṭhí Translation of English Fairy Tales.

(10) Abhyás Paddhati, by Mr. Govind Baḷlál Bápat.

(11) Maráṭhí Ṣhuddha Lihinyáche Niyam, by Mr. Govind Ballál Bápat.

(12) Padya Ratnávali, by Mr. Krishna Shástri Chiplunkar.

(13) Student's Manual of Maráṭhí Grammar, Part II.

(14) Maráṭhí Syntax, by Mr. Krishna Shástrí Goḍbole.

(15) Hindusthán Kathára; or, Beauties of Indian History, by Mr. Vináyak Konḍdeo Oke.

(16) Priestcraft Exposed, by Mr. Jotibá Govindráo Phule.

(17) A Maráṭhí Commentary upon the First Sarg (Canto) of Naishadh, by Mr. Rámchandra Shástrí Talekar.

(18) A Catechism of the History of India, by Mr. Wásudeva Rámchandra Mohaní.

(19) A Manuscript Work without a Title, by Mr. Yeshwant Shrídhar Pandit.

(20) Notes on Maráṭhí Orthography, by Mr. Rámchandra B. Ganjikar.

(21) The Numbers for April, May, June, July, and August 1869, of the Wiwidha Dnyán Wistár Magazine.

B.—*Work done by* Mr. PARSHURA'M PANT PANDIT.

(*a*) Examination of 450 pages of the Translation of Kádambari, condensing it, and preparing a readable Book from it.

(*b*) Selecting and copying out poetical pieces for the revised Fifth and Sixth Books of the Maráṭhí Series.

(*c*) Preparation of some pieces for the Fifth and Sixth Books.

(*d*) Rendering general help to the Maráṭhí Translator in recasting and revising the Fifth and Sixth Books.

(*e*) Rendering help to the Maráṭhí Translator in his examination of Books.

(*f*) Rendering help in correcting the Proof-sheets of some of the Books carried through the Press.

(*g*) Writing explanatory Notes on the difficult words in the poetical pieces of the Fifth and Sixth Books.

C.—*Work of the Translation Exhibitioner.*

Mr. Ráwjí Shástrí Goḍbole returned from sick leave on the 8th April 1869, and worked till the 22nd September 1869, when he became Acting Secretary to the Dakshina Prize Committee. His work in this Department was translation of Robinson Crusoe, 85 pages.

He was succeeded by Mr. Janárdan Bálájí Moḍak as Acting Translation Exibitioner. His work is translation of Robinson Crusoe, 100 pages.

D.—*Work of the Gurus transferred from the College.*

(1) { Mr. Krishna Shástrí Rájwáḍe. } Maráṭhí Translation of
{ Mr. Mahádev Shástrí Goḍbole. } Mágh Kávya, 218 pages.

(2) Mr. Bál Shástrí Deo—Maráṭhí Translation of Kádambari, 116 pages.

THOS. CANDY, Major,

Maráṭhí Translator and Literary Referee,

Educational Department.

Mahabuleshwur, 1st April 1870.

2. REPORT OF THE GUJARATHI TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1869-70.

I have the honour to submit an account of work performed in my Office during the year ending the 31st March 1870.

The following was my personal work:—

Compiled a portion of a Manual of Modern History from the Fall of Rome to the Times of Harun-al-rushed and Charlemagne.

Examined and reported on the following Works:—

1. Stri Kelawni (Author not known).
2. Barjor Namah, by the Managing Proprietor, Union Press, Bombay.
3. Shabdárth Kosh, by Messrs. Dowlatrám Manirám and Reváshankar Ambárám.
4. Prize Essays (eight in number) on the Broach Exhibition.
5. Translation of Rásmálá, Volume I., by Mr. Ranchodbhái Udeyárám.
6. The Student's Companion in the acquisition of a practical knowledge of English and Gujarati Grammar and Idioms, by Mr. Narharrám Narbherám.
7. Kávya Sudhá, by Mr. Ranchodlál Galurám.
8. Gujarati Translation of the Bombay High Court Reports, Crown Cases, by Mr. Manibhái Jasbhái.
9. Gujarati Translation of Reid's Bombay High Court Reports, by Mr. Girdharlál Dayáldás Kothári.
10. Vena Charitra, by Kavi Dalpatrám Dayabhái.
11. Bezim and Munejeh (a Drama), by Mr. Kai Kossro Nowroji.
12. Virmati Nátak, by Mr. Navalrám Lakshmirám.
13. Váshishta Sára, edited and published by Mr. Vrijbhukhan Dálpatrám Jotishi.
14. Kavicharitra, by Mr. Dayabhái Ghelabhái.
15. Gujarati Dictionary, by Kavi Narmadá Sankar Lálshankar.

16. Vyaváháropayogi Nátak, by Mr. Bháishankar Káshishankar.
17. Punotapatra, by Mr. Nánábhái Nasharwanji.
18. Koshtakávali (Author not known).
19. Stri Sikhámano, by Mr. Vrijbhukhan Dalpatrám Jotishi.
20. Catechism of the History of Gujarát, by Mr. Vithaldás Dhanji.
21. Catechism of the History of England, by Mr. Jiwanji Hormasji.
22. Dalpat Dulabh Krat Kavitá.
23. Translations from Maráthí into Gujaráti, by Mr. Ganpatrám Venilál, of a Drama of Mádhavráw the Elder; Life of Socrates; Remarks on the Marriage of the Brahman Girls.
24. History of Gujarát, by Mr. Bhagwánlál Sampatrám.
25. A collection of Moral and Amusing Tales, by Mr. Karsetji Nasarvánji Pestonji Wádiá.
26. Kavi Charitra, Vol. I. P. 1, by Mr. Bápálál Motilál.
27. Anglo-Gujaráti Dictionary: a printed Volume and a Manuscript, by Messrs. Ardesar Frámji Mus and Nánábhái Rastomji Rániná.
28. Gujaráti Grammar, by Messrs. Hargovindás Dwárkádás and Lálshankar Umiáshankar.
29. Geography of Hindustán, by Mr. Lálbhái Dayábhái.
30. Travels in the Deccan; or, Mahárástra, by Mr. Dhirajbhái Jagjivandás.
31. Kumáriká Subodh.
32. Narma Kathá Kosh, by Kavi Narmádashankar Lálshankar.
33. Vaydaka Dnyán, by Mr. Barjorji Berámji Pestonji Wádiá.
34. Nakliatnámá, by Mr. Karsetji Nasarwánji Pestonji Wádiá.

Work done by Mr. Vithalráí Sevaklál, who acted for the Translation Exhibitioner, Mr. Chotálál Sevakrám, during the first six months of the official year under report:—

Translated the first seven Chapters (57 pages) of Smith's smaller History of Greece, and revised four of them.

Corrected Proof-sheets of the following Books in their progress through the Press:—

1. Kávya Dohan, Part I.
2. Ditto do. II.
3. Native Accounts, do. II.
4. Ditto do. I.
5. Lekhávali.
6. Dhátu Sangrah (61 pages).

Work done by the Translation Exhibitioner, Mr. Chotálál Sevakrám, during the remaining part of the year, he having rejoined his appointment in this office in September last:—

Translated from Chapter 8 to the end of 20 (from page 58 to 201) of Smith's smaller History of Greece.

Examined Proof-sheets of the following Books:—

1. Gujaráti Translation of Morris's History of India, from page 1 to 64.
2. Dhátu Sangrah, do. 62 to the end.
3. Akshar Ganit, the whole.
4. Kavitá Sangrah, ditto.
5. Bhumiti (Geometry), ditto.

Work done by my Kárkun, Shástri Sukheshwar Bápuji:—

Modi fair copies of the Gujaráti translation of the first four and eight and nine Chapters of Smith's smaller History of Greece.

He assisted the Exhibitioners in the examination of Proof-sheets.

I have, &c.

MAHIPATRAM RUPRAM LILKANT,

Gujarathi Translator, Educational Department.

Ahmedabad, 2nd April 1870.

3. REPORT OF THE CANARESE TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1869-70.

I.—My personal work was as follows :—

Compiled.

1.—Description of the Karnatic, from Chapter IV. to the end, amounting to about 40 printed sheets.

2. Description of the Bombay Presidency, amounting to about 5 printed sheets.

Translated.

1. Colenso's Algebra.

2. First Book of Sanskrit.

3. 35 pages of Martin's Natural Philosophy.

Revised.

1. Bálshástri's History of India, in two Parts, translated by Mr. Gangádhar Madivaleshwar Turmuri.

Examined and Reported on.

1. Catechism of the History of England. (Mangalore.)

2. Outlines of the History of India. (Ditto.)

3. A Chronological Digest of the History of India, by Mr. P. Ganpatráw.

4. Niti Shástra; or, Moral Lessons in Sanskrit, by Mr. V. B. Soobuich.

5. A Dictionary of the Canarese Lauguage, by Mr. Gangádhar, Madivaleshwar Turmuri.

6. Kavitá Padhati; or, the Rules of Prosody, by ditto.

7. Geography and Chronology of India.

I had, besides, to publish the Canarese School Paper every month.

II.—*Work done by the Translation Exhibitioner*, Mr. GANGA'DHAR MADIVALESHWAR TURMURI.

Translated.

1. Bálshástri's History of India, Parts I. and II.

Copied fair and compared.

1. The above History of India.
2. Colenso's Algebra.
3. First Book of Sanskrit.
4. Description of the Bombay Presidency.

VENKAT RANGO KATTI.
Officiating Canarese Translator, Educational Department.

Belgaum, 21*st April* 1870.

4. REPORT OF THE DAKSHINA PRIZE COMMITTEE FOR 1869-70.

I have the honour to submit the following Report on the operations of the Dakshina Prize Committee during the period extending from the 22nd September 1869 (the date on which I took charge of this office) to the 31st March 1870.

1. During the above period no change took place in the staff of the Members composing the Committee.

2. A meeting of the Committee was convened on the 17th September 1869 at Poona, at which I was present. Another was intended to be held at Bombay in March last; but, owing to the inability of the President to attend the meeting, it had to be postponed, the majority of the Members having objected to meet in the absence of the President.

3. During the period under report, prizes were awarded for the following works, which were received for the patronage of the Committee during the time of my predecessor :—

(1) Manjughosha मंजुघोषा (a Novel in Marathi), by Mr. Naro Sadasive Risbud. Rupees 50 awarded to the Author.

(2) Vatsala Harana वत्सला हरण (a Drama in Marathi), by Mr. Sitaram Narhar Dhavale. Rupees 30 awarded to the Author.

(3) Ritu Varnana ऋतुवर्णन ; or, Indian Seasons. A Competitive Poem, by Mr. Krishna Shastri Rajwade. Rupees 400 awarded to the Author.

(4) Two books from रत्नागिरी were refused the patronage sought, on account of their very small size.

(5) Since the date of my taking charge of the office, I have reported upon स्वप्नानयन, a Drama in Marathi, by Mr. मार्तंड शास्त्री कोरान्ने; and also upon अबलिया, a Novel in Marathi, by Mr Venayak Balkrishna Damale. I have also revised and prepared for the Press a Book called मधुमक्षिका, or "The Bee."

I have, &c.

ROWJI S. GODBOLE,

Secretary to the Dakshina Prize Committee.

Poona, 9th April 1870.

APPENDIX D.

RETURN of New Applications for Grants-in-aid registered in the Office of the Director of Public Instruction for Examination during the year 1870-71, *under the Provisional Revised Rules, dated 24th December* 1867.

1	2	3	4	5		
				Utmost amount of Grant payable were all presented Candidates to pass.		
No.	Name of Applicant.	Name and description of School.	Probable Number of Pupils to be presented for Examination under each Standard.	Standard Allowance.	Capitation Allowance.	Total.
				Rs.	Rs. a.	Rs. a.
	Rev. E. Edwards, Proprietor.	European and Eurasian English Teaching, under Rev. E. Edwards, in Lower Colaba.	Standard I. Boys 6...	36	12 0	
			Ditto II. Do. 6...	54	12 0	
			Ditto III. Do. 6...	72	12 0	
			Ditto IV. Do. 6...	126	12 0	
				288	48 0	336 0

2	Acting Master Attendant, Kurrachee.	Manora European and Eurasian English Teaching School, under Master Attendant.	Standard I. Boys 4...	24	8 0		
			Ditto II. Do. 6...	54	12 0		
			Ditto III. Do. 3...	36	6 0		
				114	26 0	140	0
3	Framji Motabhai Vakilna, Proprietor of the Private Anglo-Vernacular School.	Shapore Private Anglo-Vernacular School, under Framji Motabhai.	Standard I. Boys 40...	240	.....		
			Ditto II. Do. 50...	450	.....		
			Ditto III. Do. 45...	540	.....		
			Ditto IV. Do. 35...	735	.....		
			Ditto V. Do. 30...	900	.....		
				2,865	.....	2,865	0
4	Dinsha Dosabhoy	Boys' and Girls' Vernacular and Anglo-Vernacular Private School at Wakee, Boardi, in Surat, managed by Dinsha Dosabhai.	For Vernacular Teaching.				
			Standard I. Boys 32...	32	.....		
			Ditto I. Girls 25...	50	.....		
			Ditto II. Boys 30...	60	.....		
			Ditto II. Girls 32...	128	.....		
			Ditto III. Boys 33...	99	.....		
			Ditto III. Girls 27...	162	.....		
			For Anglo-Vernacular Teaching.				
			Standard I. Girls 8...	96	.....		
				627	.....	627	0
			Carried forward...	.....	.....	3,968	0

1	2	3	4	5.		
No.	Name of Applicant.	Name and description of School.	Probable Number of Pupils to be presented for Examination under each Standard.	Utmost amount of Grant payable were all presented Candidates to pass.		
				Standard Allowance.	Capitation Allowance.	Total.
				Rs.	Rs. a.	Rs. a.
			Brought forward...	.....	.....	3,968 0
5	Rev. T. K. Weatherhead, Secretary Church Missionary Society.	Girls' Vernacular School at Malligaum, under Mr. Menge.	Standard I. Girls 5...	10	2 8	
			Ditto II. Do. 8...	32	4 0	
			Ditto III. Do. 3...	27	1 8	
				69	8 0	77 0
6	Rev. R. Gillispie, Missionary Irish Presbyterian Church.	Rajkote Female Mission Vernacular School, under Irish Presbyterian Mission.	Standard I. Girls 15 ...	30	7 8	
			Ditto II. Do. 10...	40	5 0	
				70	12 8	82 8

7	Rev. T. K. Weatherhead, Secretary Church Missionary Society.	Camp Malligaum Anglo-Vernacular School, managed by Rev. Edward Sampson, Church Missionary Society.	Standard I. Boys 12..	72	24 0		
			Ditto II. Do. 10..	90	20 0		
			Ditto III. Do. 6..	72	12 0		
				234	56 0	290	0
8	Pestonji Burjorji Entee and Dinsha Dorabji Mistry.	Nassarwanji Poojiaji Vernacular School for Boys and Girls, under Managing Committee.	Standard I. Boys 34..	34	17 0		
			Ditto II. Do. 34..	68	17 0		
			Ditto III. Do. 14..	42	7 0		
			Ditto I. Girls 14..	28	7 0		
			Ditto II. Do. 5..	20	2 8		
				192	50 8	242	8
9	Baba Gokhle	Poona Private Anglo-Vernacular School under Baba Gokhle.	Return not received.				
10	Byramji Merwanji, Dinsha Peerozsha, Hormasji Sorabji, and other Managers	Parsee Gujarati, Kurrachee.	Ditto				
			Carried forward.....	.....	.....	4,660	0

1	2	3	4	5		
				Utmost amount of Grant payable were all presented Candidates to pass.		
No.	Name of Applicant.	Name and description of School.	Probable Number of Pupils to be presented for Examination under each Standard.	Standard Allowance.	Capitation Allowance.	Total.
				Rs.	Rs. a.	Rs. a.
			Brought forward...	.....	.....	4,660 0
*11	Rev.. Macpherson and D. C. Boyd, Joint Secretaries.	School for European and Eurasian at Byculla, a Branch of the Fort School.	Return not received.	.....		
			Total...Rs.	.....	.....	4,660 0

* Registered in October 1869 for Grant-in-aid in 1869-70, as a special case.

APPENDIX E.

GOVERNMENT RESOLUTIONS, NOTIFICATIONS, LETTERS, &c.

No. I.

No. 191.

EDUCATIONAL DEPARTMENT;

Bombay Castle, 12th April 1869.

The Director of Public Instruction, No. 5275, dated the 24th March 1869.

Forwards, with an expression of his entire concurrence, extract paragraph 3 of a letter, No. 115 of the 23rd October 1868, from the late Acting Principal, Poona Civil Engineering College, proposing that in future the Principal and Professors should be empowered to grant certificates of eligibility for admission to the Public Works Department to the students of the College after examination, as is done in Roorkee and Madras Civil Engineering Colleges.

Report by the Under Secretary to Government, Public Works Department, No. 198 E—640M, dated the 6th April 1869.

Retransfers the papers forwarded under endorsement No. 161, dated the 31st March last, with an intimation that there is no objection to the above proposal, provided that the certificate shall not be held to qualify for a longer period than three years from its date.

RESOLUTION.—The Director of Public Instruction should be informed accordingly in answer to his letter No. 5275 of the 24th March last.

(Signed) C. GONNE,

Secretary to Government.

To The Director of Public Instruction.

The Public Works Department of the Secretariat.

No. II.

No. 634.

EDUCATIONAL DEPARTMENT;
Bombay Castle, 15th November 1869.

Her Majesty's Principal Secretary of State for India, No. 3, dated the 11th September 1869.

Acknowledges receipt of Despatch No. 10A of 1868, and makes his remarks on the Report of the Director of Public Instruction for 1867-68.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction for information.

(Signed) C. GONNE,
Acting Chief Secretary to Government.

To The Director of Public Instruction. (With copy of the Despatch.)

Educational.
No. 3.

INDIA OFFICE;
London, 11th September 1869.

TO HIS EXCELLENCY THE RIGHT HONOURABLE THE GOVERNOR IN COUNCIL, BOMBAY.

SIR,—Para. 1. The Despatch of your Excellency in Council, dated the 2nd October, No. 10A of 1868, forwarding the Report of the Department of Public Instruction in Bombay for 1867-68, has been considered by me in Council.

2. Sir Alexander Grant's Report places the results of the year before your Excellency's Government with clearness and moderation. These results are satisfactory. A net increase is shown in the number of schools and in the number of scholars. The former exceed the schools of 1866-67 by 341. The latter exhibit an addition of 20,443. The expenditure attendant on this increase, amounting to nearly Rs. 1,50,000, has been met entirely from local funds.

3. The increase in the number of schools and scholars has been accompanied by an improvement in the higher grades of Education. The number of students from the High Schools who matriculated in the University has advanced from 65 to 108, and those from "Aided Institutions" from 12 to 23. The number of students who have passed the First Examination in Arts, and who have graduated in Arts, Law, and Medicine, has increased from 40 to 57.

4. The least satisfactory parts of the Report are those which relate to the Grant Medical College and to the Poona Engineering College. The former of these Institutions your Excellency in Council states will claim the separate consideration of Government. I will not, therefore, dilate on the subject now; but I confess that I do not understand the system which, after the supreme authority has decided that certain chairs in the College are to be occupied by Officers holding certain Medical appointments, permits the Medical Store-keeper of the Presidency, who, under the orders of the Government of India, is *ex-officio* Professor of "Materia Medica" to decline (*vide* 41st paragraph of Sir A. Grant's Report) to deliver lectures on that subject. On this point I desire that a separate explanation may be afforded.

5. I regret to receive so indifferent an account of the Poona Engineering College. I desire that this Institution which seeks, or should seek, to meet a great and increasing practical want, and the teaching in which should open an honourable and useful career to the educated youth of your Presidency, may receive the careful attention of your Excellency in Council; and that its requirements may, should such a course be necessary, be brought to the particular notice of the Government of India.

6. I observe with pleasure that female education is making fair progress. The number of schools has increased by 52, and the number of scholars by 2,234. Four-fifths of the expenditure which has produced these results has been defrayed from Local Funds.

7. I believe that Sir A. Grant and Major Waddington express the opinion of those who are best acquainted with the subject, when they state that female education, so far as the Bombay Presidency is concerned, is a reality among the Parsees and a pretence among the Hindoos. But I see little or no discouragement in the fact. Forty years ago, perhaps thirty years ago, female education was a pretence among the Parsees; but such of late has been the acceleration of educational progress, that there is good ground for believing that ten years hence it will be a reality among the Hindoos.

8. The progress of education, especially of the higher kind, among the children of Europeans and Eurasians, is very satisfactory; and the more so, because, in our earlier efforts to raise the intellectual standard of India, the claims of this class of our subjects was perhaps

in some degree overlooked. I am also much pleased to learn that in Native States, such as those of Kolhapur, the Southern Maratha Country, Kattiawar, and the Rewa Kanta, popular education has been extended and improved. With respect to those Natives of rank who are in the position of wards to our Government, I must say that we neglect a most sacred duty if we permit any circumstances or considerations to interfere with the attainment of the great object of imparting to them a sound and liberal education.

9. In the 40th and 41st paragraphs of his Report Sir A. Grant discusses a point of considerable interest,—the improvement of the Anglo-Vernacular Schools. It was entirely consistent with the solidity and reality of that gentleman's administration, that he discerned the evil of calling that an Anglo-Vernacular School in which only five or six boys learnt a little imperfect English. By the simple rules which Sir A. Grant promulgated on this subject, and by the demand of a small fee for English instruction, he reduced 86 schools from the class of Government Middle Class Schools to Vernacular or Primary Schools. It required, no doubt, some nerve to strike off nearly 1,700 from the number (on paper) of English learning pupils; but I have a just confidence that Sir A. Grant acted in the interest of real English education by doing so.

10. I desire to be informed of the proceedings of your Excellency in Council in relation to the alleged misappropriation of the Elphinstone Funds.

11. The statements of the Director of Public Instruction relative to the Book Department, to the study of Sanscrit and Latin, to the encouragements afforded to literature, to the opening of several gymnasia, to the progress of Sir Jamsetjee Jejeebhoy's School of Industrial Art, are all matters of congratulation.

12. In conclusion, I must express my concurrence in the just remarks recorded by your Excellency in Council relative to the very valuable services rendered by Sir Alexander Grant to the cause of Education in India.

I have the honour to be, &c.

(Signed) ARGYLL.

(True Copy)

(Signed) A. COWAN,

Assistant Secretary.

No. III.

No. 697.

EDUCATIONAL DEPARTMENT;

Bombay Castle, 29th December 1869.

Telegram from the Secretary to the Government of India in the Home Department, dated the 24th December 1869.

States that under orders from the Home Government the scheme of Scholarship sanctioned by Resolution of 30th June 1868 is suspended, and directs that no more appointments be made under it.

RESOLUTION.—The Director of Public Instruction and the Registrar of the University should be informed.

(Signed) E. H. PERCIVAL,
Acting Under Secretary to Government.

To The Director of Public Instruction.
The University Registrar, Bombay. (By letter.)

No. 80.

EDUCATIONAL DEPARTMENT;

Bombay Castle, 8th February 1870.

The Secretary to the Government of India, Home Department, No. 26, dated the 18th January 1870.

Forwards copy of a Resolution passed by the Government of India in that Department, intimating, with reference to the orders already passed by that authority for the suspension of the Government of India Scholarships, that the Governor General in Council is desirous that there should be no misunderstanding in regard to the reasons which have led to the suspension of the scheme.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction and the Registrar of the University.

The Resolution may be published in the *Government Gazette* for general information.

(Signed) W. WEDDERBURN,
Acting Secretary to Government.

To The Director of Public Instruction.
The University Registrar.
(With copy to each of the Government of India's Resolution.)

Extract from the Proceedings of the Government of India in the Home Department (Education), under date Fort William, the January 1870.

READ the following papers:—

Resolution No. 360, dated 30th June 1868.

Circular Nos. 39-361-67, dated 30th June 1868.

Despatch to Secretary of State, No. 9, dated 7th July 1868.

Resolution Nos. 63-550-56, dated 18th September 1868.

Despatch to Secretary of State, No. 14, dated 18th September 1868.

„	from	„	„	„	19,	„	23rd	„ „
„	to	„	„	„	15,	„	1st	October „
„	to	„	„	„	16,	„	17th	„ „
„	from	„	„	„	3,	„	8th	April 1869.
„	to	„	„	„	7,	„	19th	May „
„	from	„	„	„	10,	„	15th	July „
Telegram	to	„	„			dated	22nd	August 1869.
„	from	„	„			„	23rd	September „
Despatch	from	„	„	No. 16,		dated	18th	November „

Telegram to Local Governments and Administrations, dated 24th December 1869.

RESOLUTION.—The scheme proposed by the Government of India, for encouraging, by the grant of Scholarships, Natives of India to proceed to England for the completion of their education, received the general sanction of the Secretary of State for India in his Despatch No. 19, dated the 23rd September 1868. It was at the same time stated, however, that the subject involved many collateral questions of importance which remained for consideration.

2. The Secretary of State for India, in a subsequent Despatch, No. 3, dated 8th of April 1869, stated that the scheme had been originally devised with reference to those provisions of the law which reserve certain high offices for members of the Covenanted Civil Service alone, and which confine all appointments in that service to persons who have passed through competitive examinations held in England. The Natives of India are consequently in a great measure excluded from the higher offices connected with the administration of

their country. But it was pointed out by the Secretary of State that, since the adoption of the scheme of Scholarships, a Bill had been laid before Parliament, which, if it received the sanction of the Legislature, would enable the Government of India to appoint Natives to all or any of the offices now exclusively confined to the Covenanted Civil Service. Such an alteration of the law would, it was said, change the whole conditions of the case. The Secretary of State, therefore, desired, and these instructions were repeated in a subsequent Despatch, that the scheme of Scholarships should be regarded as experimental, and that no more appointments should for the present be made.

3. These orders have been already communicated to the Local Governments and Administrations; but the Governor General in Council is desirous that there should be no misunderstanding in regard to the reasons which have led to the suspension of the original scheme. There has been no change in the views of the Government of India, or of Her Majesty's Government, in regard to the justice and propriety of affording to deserving Natives of this country greater facilities for obtaining advancement to posts of high honour and emolument; and it is the hope of His Excellency in Council that measures may before long be taken, which, while they meet the just expectations of the native community, will at the same time tend to strengthen and improve our administration.

Government of Fort Saint George.
Government of Bombay.
Government of Bengal.
Government of North-Western Provinces.
Government of Punjaub.
Chief Commissioner of Oudh.
Chief Commissioner of Central Provinces.

ORDERED that copies of this Resolution be transmitted to the Local Governments and Administrations named in the margin for information and guidance. Ordered also that a copy of the Resolution be sent to the Financial Department for information.

(True extract)
(Signed) E. C. BAYLEY,
Secretary to the Government of India.

(True copy)
(Signed) A. COWAN,
Assistant Secretary.

No. IV.

No. 5749.

Extract from the Proceedings of the Government of Bombay in the Revenue Department, dated 27th December 1869.

READ the following joint letter from A. F. Bellasis, Esq., Officiating Revenue Commissioner N. D., and W. H. Havelock, Esq., Acting Revenue Commissioner S. D., to the Chief Secretary to Government, No. 3759, dated 8th October 1869.

We have the honour, agreeably to the instructions conveyed in your letter No. 856, dated 1st March 1869, to submit a set of Local Fund Rules for District and Talooka Committees, framed with reference to Section 12 of Bombay Act III. of 1869, after consulting the views of the Collectors of both Divisions.

2. It has been strongly urged by several of the Collectors, and we quite concur in their opinion, that the Assistants or Deputy Collectors in charge of Talookas should all be members of the District Committee. We have accordingly made provision to that effect in the Draft Rule No. I., and trust that Government will approve of the same. The omission to enter the Assistant Collectors as members of the District Committee, is, we presume, based on their being Presidents to the Talooka Committees as well. We do not, in practice, anticipate any evil results from the dual functions; but if Government are still of opinion that the course suggested in their Memorandum should be imposed, the present time, when new Committee nominations are being made, would be the best time to do so. The placing the Assistant Collectors on the District Committee will enable the First or Second Assistant to preside at its meetings during the absence of the President.

3. Some doubts have been expressed, especially by the Collector of Dharwar, as to the advantage of retaining the Hoozoor Deputy Collector on the District Committee. Except in account matters, this Officer has very little to do with Local Funds; besides, his time is fully occupied with his own duties. We are therefore of opinion that he should not be placed on the Committee.

4. The following suggestion has been submitted by Mr. Hope, the Collector of Surat:—

No. 213, dated 28th April 1869.

"Further, I would respectfully suggest that some provision is required for the admission to the District Committee of Native members who are not landholders. By the Act, one-half of the members must be non-official; but by the Resolution the landholders (presumably non-official) are in the proportion of seven to ten, and exclude all others, official or non-official. I am not advocating the admission of more officials, but would submit that the exclusion of such men as Messrs. Doorgaram Mancharam and Kaikhusroo Hormusji from the Committee will be a public misfortune, and produce results quite contrary to those intended by the measure."

5. We concur with Mr. Hope in the above, and as the Act does not limit the selection of persons for the Local Fund Committees to the Inamdar and landholder class, we would recommend that provision be also made for the appointment of other men whom the President may consider qualified to sit in Committee.

6. It will be observed that the former rules have, as far as they continue applicable, been retained, and that the alterations relate principally to the personal constitution of the Committees, and some modifications in the method of conducting business, so as to give a more clearly recognized status and sphere of action to the Talooka Committees.

7. One very useful suggestion adopted, is that of the Collectors of Sattara and Ratnagiri, that extracts from the Budgets submitted by the District Committee should be sent at once to the Talooka Committees, who will thus be able to see in what respect their recommendations have been adopted; and if, as we should anticipate, full weight were always given to their recommendations, it would encourage the members of the minor Committees to take an active and enduring interest in the honorary duties entrusted to them. We would also recommend that the Mamlutdar of the Talooka should preside at the meetings of the Talooka Committee, in the absence of the Assistant or Deputy Collector, to carry on current duties.

8. We have not, however, thought it advisable at present to place any apportionment of Local Funds at the separate disposal of the

Talooka Committee, because we are averse from starting any proposal as a recorded rule which may clash with the Budget rules already in force, and with the standing orders in respect to Local Funds expenditure of the Departments of the Accountant General and Controller of Public Works Accounts. The President of the District Committee is very prominently recognized, under the Local Fund Act, as the responsible representative of the corporate body, and financial assignments had better, we think, be made through him, under arrangements which may be approved of from time to time.

9. The Acting Collector of Canara reports that there are no holders of alienated villages in his District; therefore no election can take place of a representative of that class. We would, therefore, suggest that elections should be dispensed with in Canara, and that Mr. Hope's suggestion, quoted in paragraph 4, should be adopted.

10. Careful attention has been given to paragraph 7 of the letter under reply, relative to remuneration, from Local Funds, of members of Government Establishments, and to creating new appointments in any Government Office from Local Funds.

11. Provision has been definitely made in Rule No. III. for assigning one-third of the Local Fund Cess, derivable from all sources under Act III. of 1869, to the Educational Department.

12. We beg to forward a set of separate Rules for the administration of the Educational Branch of the Local Funds, just received* from the Director of Public Instruction, which has our concurrence, and which, if published together with the rules now submitted by us for the consideration of Government, will, we trust, make the administration of the Local Funds of this Presidency one complete and harmonious system. The constitution of the Talooka Committees is not recognized in the Act apart from the Rules to be sanctioned by Government. We therefore solicit the favour of early instructions on this report.

* With his letter No. 2199, dated 5th October 1869.

RESOLUTION.—The suggestion that the Assistant Collector and Deputy in permanent charge of a Talooka should be a member of the District Committee is approved. Considering the important

duty the Hoozoor Deputy Collector will have to perform in connection with the preparation and supervision of Local Funds Accounts, it is desirable that he also should be a member of the Committee.

2. His Excellency in Council does not consider that persons who are not Inamdars or landowners, and do not therefore contribute directly to local taxation, should be eligible to serve on the Committee.

3. The Talooka Committees are to be informed, before their annual meeting for the preparation of the Budget, by the President of the District Committee, of the amount of income derived from the Talook. It is the wish of Government that Local Funds should, as far as possible, be expended in the Talook in which they are levied. In the case of the One Anna Cess the expenditure of the whole proceeds is to be thus limited. There is to be this further restriction in the expenditure of the $\frac{2}{3}$rds on account of Public Works, that it is to be wholly devoted to roads and communications, and to objects subordinate thereto; *i. e.*, to Dhurmsallas or Rest-houses, water-supply, and to avenues of trees.

4. In respect to the important question of pensions, His Excellency in Council does not consider there is any present necessity for making any arrangement as regards the Public Works Department of Local Funds. The officials eligible for pensions employed in this Department will, as a rule, belong to the Imperial Establishments. But the case is different in regard to the large class of Schoolmasters and others who are paid exclusively from Local Funds. A set of rules, providing means for the payment of pensions to this class of servants, has been prepared, and is to be adopted.

5. The Rules, as now approved and added to, are to be published in the *Government Gazette*.

ORDERED that copies of the above be forwarded to the Revenue Commissioner N.D.; the Revenue Commissioner S.D.; the Public Works Department of the Secretariat; the Educational Department of the Secretariat; the Accountant General. (With copies of the Rules.)

(Signed) E. W. RAVENSCROFT,

Acting Chief Secretary to Government.

No. 30 OF 1870.

EDUCATIONAL DEPARTMENT;

Bombay Castle, 11th January 1870.

Copy forwarded to the Director of Public Instruction.

(Signed) E. H. PERCIVAL,
Acting Under Secretary.

RULES under Section 12 *of the BOMBAY LOCAL FUNDS ACT III. of* 1869, *sanctioned in Government Resolution No.* 5719, *dated 27th December* 1869.

PUBLIC WORKS SECTION.

District Committee.

1. The District Local Funds Committee shall consist of—

1. The Collector as President.

2. The First Assistant Collector.

3. The Second or other Assistant Collector in permanent charge of Talookas.

4. The Executive Engineer, except as regards Educational matters, when the Educational Inspector shall be substituted.

5. The District Deputy Collector in permanent charge of Talookas.

6. The Hoozoor Deputy Collector.

7. An Inamdar, or holder of an alienated village in the District, to be elected, as provided in Rule XXIX., by the holders of alienated villages situated in the District.

8. Six proprietors or holders of land to be appointed by the Revenue Commissioner of the Division.

I. Any member of the District Local Funds Committee may be removed by Government.

Local Fund Revenues.

II. The Local Fund Revenues shall include the proceeds of the One Anna Cess, the levy of which has been authorised by Bombay Act III. of 1869, and such other Funds as Government have either already made over, or may hereafter be pleased to make over, to the Local Fund Committees.

III. A third of the proceeds of the One Anna Cess, leviable under Bombay Act III. of 1869, shall be held to belong to the Educational Department for expenditure in the Talooka in which it is levied, and the Annual Accounts of this portion of the Local Fund Cess shall be incorporated with the Annual General Local Fund Accounts of the District.

IV. The remaining two-thirds of the One Anna Cess shall be expended wholly in the Talooka in which it is levied, exclusively on roads and communications, and works subordinate thereto—*i.e.*, on Dhurmsallas or Rest-houses, on water-supply, and on the plantation of avenues of trees. The only exception that shall be permitted to this rule is in the case of communications connecting adjacent Talookas.

V. The Local Fund Budget Rules, sanctioned by Government in their Resolutions noted in the margin, shall be carefully attended to, and shall be held to apply to the transactions of the Local Fund Department in the Public Works and Educational branches.

Budget Rules.

No. 66 A-169, P. W. D., dated 25th September 1868.
No. 89 A-216, P. W. D., dated 9th November 1868.
No. 100 A-234, P. W. D., dated 3rd December 1868.
Vide also Revenue Commissioner's Circular N. D. No. 3010, dated 3rd July, and S. D. No. 2215, dated 30th June 1868.

VI. The District Local Funds Committee shall ascertain and provide for the requirements of the District with respect to the works and undertakings alluded to in Section IV. of Bombay Act III. of 1869.

Duty of the District Committee.

VII. It shall also examine and decide upon the estimates and proposals for expenditure forwarded by the Talooka Committees, and shall likewise regulate the expenditure of Local Funds, subject in all respects to the control and general supervision of the Revenue Commissioner, who may, in the exercise of such control, order any expenditure from the Local Funds on special objects for which no specific provision has been made in the Budget, such expenditure being met by allotments from the Reserve, or by re-appropriations from Budget assignments.

VIII. In case of any difference of opinion between the Talooka and District Committees, the decision shall in the first place rest with the Collector and President of the District Committee.

IX. The District Committee shall also communicate with the District Committees in the adjacent Collectorates in view to secure uniformity and connection of plan in laying out roads, &c.

X. The Collector, as President, shall prepare a statement showing the net estimated receipts on account of Local Funds available to be budgetted against, and this statement, together with the Estimates and proposals of the Talooka Committees, shall be laid before the District Local Funds Committee at a meeting to be convened by the President on or about the 1st September of each year, at a place to be named by him, 15 days' notice being given.

XI. The vote of the majority of Committee members shall decide all questions at all meetings of the Committee, the President having a casting vote, and the proceedings at this and every other meeting shall be drawn up at the time and signed by the presiding Officer.

XII. The District Local Funds Committee shall decide at the meeting provided for in Rule X. what local works and repairs, and what other works of general utility to the District, shall be undertaken, and shall cause a general list to be prepared, showing the amount proposed to be expended on each, subject to the revision provided by the Budget Rules laid down by Government.

XIII. The Committee shall also settle what Establishments shall be entertained for the superintendence and execution of Local Fund works, and dispose of any other business which the President may lay before the Committee.

XIV. The general list shall be embodied in the form of a Budget, and despatched with the necessary Plans and Estimates,—the Public Works portion to the Revenue Commissioner, and the Educational portion to the Director of Public Instruction,—so as to reach those Officers not later than the 1st October in each year, in order that the Budgets may be scrutinized and forwarded to the Accountant General by the 15th October. The Accountant General will thereon compile a general Budget for the Presidency, for submission to the Local Government, at due date, viz. the 31st December.

XV. Extracts from the Budgets submitted by the Committee shall be forwarded for information to each Talooka Committee.

XVI. The Collector, as President, shall convene a second meeting soon after the 31st July of each year (15 days' notice being given), on which date the Local Funds Accounts are closed in the office of the Accountant General, to examine the Accounts, and to note what amount, if any, is available for a Supplementary Budget after the amount for disbursement in the Ordinary Annual Budget has been provided for. The Committee shall then decide how the sum available shall be expended, and cause a Supplementary Budget to be prepared, forwarding an extract from the same for the information of each Talooka Committee.

XVII. This Supplementary Budget shall be despatched with the necessary Plans and Estimates,—the Public Works portion to the Revenue Commissioner, and the Educational portion to the Director of Public Instruction,—on or before the 20th August, for scrutiny and transmission to the Accountant General. The Accountant General will thereon despatch a Supplementary Budget for the whole Presidency to the Local Government by the 30th September.

XVIII. On receipt of the General Budgets, Ordinary and Supplementary, of Local Funds of the Bombay Presidency, the Collector, as President, shall circulate it to all the members of the District Committee for their information, and forward an extract to each Talooka Committee, showing what works, repairs, and establishments, have been sanctioned for the District.

XIX. For the despatch of the current work of a general nature, the District Local Funds Committee will meet twice a year, on or about the 10th January, and on or about the 10th July. Questions arising in the interim shall be disposed of by the circulation of correspondence and minutes. The President, however, is empowered to call a special meeting at any time when occasion may require, by issuing a notice of not less than 15 days to the members to that effect.

XX. Sanctions for contracts in connection with Local Funds Work shall be given by the authorities, and within the limits specified below:—

Contracts.

For and under Rs. 5,000, by the President of the District Local Funds Committee.

Above Rs. 5,000, by the Revenue Commissioner.

But all Local Funds Contracts should be executed in the name, and with the approval, of the President of the District Committee.

XXI. No disbursements whatever shall be made from the Local Funds, by way of remuneration, to any persons employed on the Collector's, Revenue Commissioner's, Accountant General's, or any other Government Establishment, without the sanction of Government, previously obtained through the Revenue Commissioner, and no new appointment is to be made hereafter in any Government Office at the expense of Local Funds except with the sanction of Government, previously obtained through the Revenue Commissioner. It should be understood, however, that the Establishments of Overseers and other Officers in the Department of Public Works, or of Schoolmasters and Teachers in the Department of Education, do not come within the scope of this Rule.

Establishment.

XXII. No permanent new appointments or situations of Overseers, Clerks, Carkoons, &c., shall be created without the sanction of the Revenue Commissioner.

XXIII. In Districts where a Local Funds Engineer has been, or may hereafter be, sanctioned, the appointment and dismissal of this Officer shall rest with the District Committee, subject to the confirmation of the Revenue Commissioner.

XXIV. All appointments in the Correspondence, Account, Public Works Department, either under the District or Talooka Committee, shall be made by the District Local Funds Committee, subject to the veto of the President. Where the President records his veto the case shall be submitted, with reasons, for the final decision of the Revenue Commissioner.

XXV. No servant of the Committee drawing more than 50 Rupees a month shall be dismissed without the consent of a majority of the Committee in meeting assembled. The President of the District Committee, however, shall have power to suspend any such servant of the Committee for misconduct or negligence, pending the question of his dismissal being submitted to the District Committee, which shall be done with as little delay as possible. The President of the District Committee shall also have power to summarily discharge any servant drawing 50 Rupees and under a month.

Suspension and dismissal of Servants.

XXVI. Pensions for persons employed in the Educational Department shall be provided for according to the plan laid down in the annexed Rules.

Pensions.

XXVII. At a suitable date before the close of each quarter, the President of the District Committee shall prepare a statement showing the amount required for disbursement in the ensuing quarter, and shall obtain a Credit Order for that amount from the Revenue Commissioner, as provided in paragraph 4 of the letter from the Government of India, No. 2459 of the 20th April 1868, published at page 414 of the *Government Gazette* for 1868, Part I.

Credit Orders.

XXVIII. Every Mamlutdar shall visit, at least once a quarter, such works in progress in his Talooka as may be entrusted for execution to the Talooka Committee, and make a direct report on them to the Assistant or Deputy in charge, who is President of the Talooka Committee, and a responsible member of the Committee of the District.

Inspection of Works.

XXIX. The election of Inamdars for the District Committee shall be conducted as follows :—

Election of Inamdars to District Committee.

The Collector, as President, shall forward a notice to every Inamdar in the District (entered in the Government books as holder of an alienated village), or to his manager or agent, requiring him before a fixed date, which shall not be less than one month from the date of the notice, to elect an Inamdar of the District as a member of the District Local Fund Committee. The electors shall give their votes in writing, to be delivered by post or otherwise to the Collector and President, before the date fixed. The person who shall have received the most votes shall (unless any sufficient reason exists for excluding him) be declared elected, and his name forwarded by the President for insertion in the *Government Gazette*. In the event of the Inamdars not making a return by the time specified in the notice, the President of the District Local Funds Committee may nominate.

XXX. The President of the District Local Funds Committee shall annually, in the month of April, after receiving the reports of the Talooka Committees provided for in Rule XXXIX., compile a concise

Administration Report.

report of the general administration of the Local Funds of his District, and this report shall, after being discussed at a general meeting, be forwarded through the Revenue Commissioner to Government for publication in the *Government Gazette*. This report shall include a statement of the year's receipts and disbursements, and copies of it shall be printed in English and the Vernacular, and distributed among the members of the District and Talooka Committees, a copy being furnished to each of the Vernacular newspapers.

Talooka Committee.

XXXI. There shall be a Talooka Committee for each Talooka to assist the District Committee by advice, and supervising such works as may be entrusted to them. It shall consist of—

1. The Assistant or Deputy Collector in charge of the Talooka, President.

2. The Mamlutdar.

3. An officer of the Public Works Department employed in the Talooka of not lower grade than a 1st Grade Overseer. In Educational matters the Deputy Educational Inspector shall be substituted.

4. An Inamdar or holder of an alienated village in the Talooka to be elected by the holders of alienated villages situated in the Talooka, in the manner provided for the election of an Inamdar member of the District Committee in Rule XXIX., the President of the Talooka Committee being substituted for the President of the District Committee, and notice of fifteen days for the Talooka being substituted for a notice of one month provided for the larger area of the District.

5. Three proprietors or holders of land in the Talooka nominated by the Collector, subject to the Revenue Commissioner's approval. (Any member of the Talooka Committee may be removed by the Collector, subject to the approval of the Revenue Commissioner.)

Duty of Talooka Committee.

XXXII. The duty of the Talooka Committee shall be to ascertain the local works required in the Talooka, and to bring them to the notice of the District Committee, in order that they may be duly considered with reference to the total funds available for expenditure in the District. It shall also be the duty of the Talooka Committee to supervise the construction of such works as the District and Talooka

Committees may arrange should be undertaken by the latter. But all Local Fund Contracts must be executed in the name and with the approval of the President of the District Committee, as provided in Rule XX.

XXXIII. The Assistant or Deputy Collector, as President of the Talooka Committee, shall, before the 10th August in each year, convene a meeting of the Talooka Committee at some place in the Talooka to be appointed by him, 10 days' notice being given; and the President of the District Committee shall furnish an estimate of the amount of the Local Funds derived from the Talooka which can be budgetted against.

XXXIV. The vote of the majority shall decide all questions, the President having a casting vote; and the proceedings at this and every other Committee shall be signed by the presiding Officer.

XXXV. The Committee shall decide on the requirements of the Talooka, and shall cause a list of proposals with rough estimates to be prepared, for submission to the District Local Funds Committee by the President of the Talooka Committee, in the form prescribed by the District Committee, so that the Talooka lists may be duly considered for incorporation in the District Budget before its annual meeting about the 1st September.

XXXVI. The President may cause the Talooka Committee to assemble at any time and place when occasion may require, by issuing a (10) ten days' notice to the members to that effect.

XXXVII. The Talooka Committee, on receipt of the extract from the Government Budgets of Local Funds, will provide for the execution of such works in the Talooka as the District Committee shall arrange with the Talooka Committee for the latter to superintend under Rule XXXII., and shall be empowered to decide whether the works shall be done departmentally or by contract. Any member of the Talooka Committee may inspect any of these works at any time, and forward in writing to the President of the Talooka Committee any remark he may wish to make regarding it.

XXXVIII. Correspondence between the District and Talooka Committees shall ordinarily be conducted through their Presidents. In such matters of executive detail as cannot be

Correspondence between District and Talooka Committees.

disposed of at the meetings of Committees, the orders of the President shall be sufficient.

XXXIX. A detailed report of the Local Fund administration of each Talooka shall be annually submitted by the President of the Talooka Committee to the District Local Fund Committee on such date as may be fixed by the latter, explaining what has been done during the year, and suggesting what is required in future.

Administration Report.

EDUCATIONAL SECTION.

XL. Not less than a full third of all cess collected under Section VI. of the Act shall be assigned to Education, and shall be expended, first, in providing salary and pension for Teachers of Primary Schools in the contributing villages, and in building and repairing Primary School-houses in them, and in the training for them of Masters for Primary Schools; and secondly, when there is a sufficient provision of Primary Schools and Teachers, in making such provision for secondary education as shall be suited to the needs or uses of the cess-payers.

XLI. The Educational Inspector of the Division shall be an ex-officio member of every District Local Fund Committee in his Division, and the Deputy or Assistant Deputy Inspector in charge of a Sub-Division shall be an ex-officio member of every Talooka Local Fund Committee in his Sub-Division. The words Educational Inspector, and Deputy or Assistant Deputy Educational Inspector, shall include any one acting for or in charge of the office of an Educational Inspector, or Deputy or Assistant Deputy Educational Inspector.

XLII. The Educational ex-officio member of each Talooka Committee shall prepare and discuss with the Talooka Committee objects of Educational expenditure in the Sub-Division, and shall forward lists of such objects from time to time to the Educational Inspector, according to his directions.

XLIII. The Educational Inspector shall collect lists of objects of Educational expenditure from the Educational ex-officio members of Talooka Committees, and shall discuss them from time to time with the President and members of the several District Local Funds Committees in his Division, and shall arrange them for insertion in

the Educational Local Fund Budget, with careful regard to their respective emergency and to the claims of cess-payers in every part of his Division.

XLIV. The Educational Local Fund Budget of each District shall be drafted by the Educational Inspector, who shall lay it, with full explanations of his proposals, before the District Local Fund Committee, by whom it shall be considered and amended or approved. The Budget shall be drafted in such time that, after consideration by the District Committee and sanctioned by the controlling authorities, it may be in the hands of the Accountant General on or before October 15th.

XLV. The Rules as to the Estimates against which the Budget shall be prepared, as to the Supplementary Budget, and the dates for submitting the original and Supplementary Budget, shall be the same for the Educational Local Fund Budgets as for other Local Fund Budgets.

XLVI. The Educational Local Fund Budget Estimate of each District shall be sent by the President of each District Local Funds Committee to the Director of Public Instruction, who shall return it for amendment, or sanction it. If sanctioned, he shall forward it to the Revenue Commissioner for countersignature, who, if he disapproves any part of it, shall refer it back to the Director of Public Instruction, and if they are unable to agree, the point in dispute shall be referred to Government for decision. After compliance with the decision of Government, and after countersignature by the Revenue Commissioner, the President Local Fund Committee shall be informed that the Budget is approved and may be acted upon. And the Director of Public Instruction shall forward copy of the Budget to the Accountant General so as to reach him not later than October 15th.

XLVII. Any power exercised in regard to other Local Funds matters by the Revenue Commissioner shall be exercised in regard to the Educational Local Funds matters by the Director of Public Instruction conjointly with the Revenue Commissioner. Any matter on which they differ in opinion shall be submitted for the decision of Government.

XLVIII. The disbursement of current charges in the Educational Section shall be effected through the Educational Inspector.

The execution of Educational Public Works shall be effected through the District Committee by such agency as they may select. If they entrust them to the Local Funds Engineer, he shall be bound in respect of them by all the rules which apply to works in the Public Works Section.

E. W. RAVENSCROFT,
Acting Chief Secretary to Government.

Pension Rules applicable to the Educational Department for providing means for the payment of pensions on account of pensionable salaries, or parts of salaries disbursed from the Educational Local Fund.

(Sanctioned in para. 4 of Government Resolution No. 5749, dated 27th December 1869, and referred to in Section 26 of the Local Fund Rules published at page 1396 of the *Government Gazette*, dated 30th idem).

'Pensionable' salary is the pay drawn for service allowed by the Government Rules in force to count for pension.

1. A salary of more than 10 rupees per mensem, drawn by a person eligible to serve for pension wholly or partly from the Educational Local Fund, is pensionable salary subject to the following rules:—

2. A *Pension Fund* shall be formed for the benefit of persons drawing pensionable salaries partly or wholly from the Educational Local Fund, by transferring yearly from the Fund to a separate account a sum equal to five per cent. on the whole yearly expenditure made from the Educational Local Fund in part or whole payment of such pensionable salaries.

3. The above sum shall form a first charge on the Educational Local Fund, and provision shall be made yearly in the Educational Local Fund Budget for the estimated percentage on the expenditure of the year of Budget, and as early as possible in each year the amount budgetted for this purpose shall be transferred from the Educational Local Fund to the Pension Fund. Any excess or deficit of Budget provision shall be adjusted in the next or a subsequent Budget.

4. The transfer of the above percentage from the Educational Local Fund to the Pension Fund shall be reported by the Treasury Officer to the Accountant General, who shall keep a separate account of payments to and from the Educational Pension Fund. Interest at 5 per cent. per annum shall be allowed by Government on the balance to the credit of the Educational Pension Fund at the end of every year.

5. In the case of persons whose salary becomes for the first time pensionable on the passing of these rules, service for pension shall count from the beginning of the first year for which the percentage according to the previous rules was transferred from the Educational Local Fund to the Pension Fund.

6. Pensions granted wholly or partly from the Educational Pension Fund shall be regulated by the Rules which may be from time to time in force for the regulation of pensions to the Uncovenanted Servants of Government.

7. When the amount of claimable pension of any applicant shall have been determined under the Rules in force, the Accountant General will ascertain the aggregate amount of salary drawn by the applicant during the whole period of pensionable service, and also the part of that aggregate salary drawn from the Educational Local Fund. He will then debit the Educational Pension Fund yearly with a share of the pension bearing the same proportion to the whole pension as the part of the aggregate salary drawn from the Educational Local Fund bears to the total aggregate salary. The rest of the pension shall be paid from the general revenues.

8. The share of pension debitable to the Educational Pension Fund shall not be claimed as of right, but shall depend upon good conduct, the pleasure of Government, and the sufficiency of the Pension Fund.

E. W. RAVENSCROFT,
Acting Chief Secretary to Government.

APPENDIX F.

LETTERS, CIRCULARS, &c. FROM THE DIRECTOR OF PUBLIC INSTRUCTION DURING 1869-70.

No. 1.

No. 686 of 1869-70.

Bombay, Office of the Director of Public Instruction,
31*st May* 1869.

To G. Bühler, Esquire,

Acting Educational Inspector, Northern Division.

Sir,—In answer to your letter No. 623, dated 25th instant, I have the honour to direct that, to avoid confusion, the patronage of Vernacular Works by Educational Inspectors, who purchase copies (from the Fee Fund) for distribution among the School Libraries, should be discontinued.

I have, &c.,
(Signed) J. B. PEILE,
Director of Public Instruction.

No. 687 of 1869-70.

Bombay, Office of the Director of Public Instruction,
31*st May* 1869.

MEMO.

Forwarded for the information of the Educational Inspectors, Central and Southern Divisions, and in Sind.

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 2.

CIRCULAR.

No. 1143 OF 1869-70.

Poona, Office of the Director of Public Instruction,
6th July 1869.

To The EDUCATIONAL INSPECTORS,
Central, Northern, and Southern Divisions, and in Sind.

SIR,—I have the honour to request that you will in future make no appointment of any person into the Educational Department as teacher of a Vernacular School who has not had one year's training in a Government Training College or School, except after obtaining my approval on a report of the special circumstances which appear to justify a departure from this rule.

I have, &c.,
(Signed) J. B. PEILE,
Director of Public Instruction.

No. 3.

CIRCULAR.

No. 1157 OF 1869-70.

Poona, Office of the Director of Public Instruction,
7th July 1869.

To The EDUCATIONAL INSPECTORS, AND THE
HEAD MASTERS OF HIGH SCHOOLS.

SIR,—Three years ago, Sir A. Grant, in writing of one of the principal High Schools, used the expression "the usual deduction of 25 per cent. free students." Last March, Major Waddington directed that all exhibitioners attached to High Schools should be considered free students. It is open, therefore, to Head Masters to add these to the previous 25 per cent. of free students.

2. In some cases exhibitions are awarded by proficiency, and in such cases children of rich parents are actually paid a premium for going to school. Even when exhibitions are held on the claim of poverty, it does not necessarily follow that, because a boy has obtained an exhibition, he should *ipsō facto* be excused the fee. He may be able to pay the fee by means of the exhibition.

3. Numerous free admissions to schools of higher education are bad for the schools and bad for the scholars. Every school is entitled to credit for its full fees, and, properly speaking, the only free admissions should be by exhibitions gained by merit in the schools of a lower grade.

4. I direct, therefore, in supersession of all previous orders, that 20 per cent. of free admissions shall be considered the maximum in Government Schools, and that exhibitioners shall not be considered as *ipso facto* either more or less eligible for remission of fee than other scholars. Poverty, with some condition of merit and good conduct, is the only legitimate ground of exemption.

5. In schools where the free students are now in excess of 20 per cent. the number should be reduced to that proportion as vacancies occur.

I have, &c.,
(Signed) J. B. PEILE,
Director of Public Instruction.

No. 1584 of 1869-70.

Poona, Office of the Director of Public Instruction,
3rd August 1869.

To The Educational Inspectors, and the
Head Masters of High Schools.

Sir,—I have the honour to request that you will add to my Circular No. 1157 of 7th July 1869, the rule that—

"No free studentship is to be awarded except on production of a certificate of poverty, signed by a person of known respectability."

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 2004 of 1869-70.

Poona, Office of the Director of Public Instruction,
31st August 1869.

MEMO.

The Director of Public Instruction has the honour to state, for the information of the Educational Inspectors, that this Office Circular Order No. 1157 of July 7th, limiting free admissions to 20 per cent., is not at present to be held applicable to Girls' Schools.

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 4.

No. 1899 of 1869-70.

Poona, Office of the Director of Public Instruction,
30th August 1869.

To The Educational Inspectors,

Central, Northern, and Southern Divisions, and in Sind.

Sir,—I have the honour to forward copy of a letter from the Acting Inspector General of Prisons, and to request that you will arrange for the annual inspection of the Jail Schools in your Division; that you will make any recommendations for their improvement which may occur to you; and that you will give a paragraph to education in Jails in your future annual Reports.

I have, &c.,

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 2516 of 1869.

From The Acting Inspector General of Prisons,
To The Director of Public Instruction, Poona.

Inspector General of Prisons' Office, Poona,
18th August 1869.

Sir,—In reply to your letter No. 1729 of the 14th instant, I have the honour to inform you that schools are established in the Jails in the Bombay Presidency mentioned in the margin, and I am of opinion that the regular periodical inspection of such schools by Officers of the Educational Department would be highly beneficial.

Aden.
Ahmedabad.
Ahmednuggur.
Belgaum.
Carwar.
Dharwar.
Dohud.
Dhoolia.
Dhooliakote.
Hydrabad.
Kaira.
Kalladghi
Kurrachee.
Poona.
Ratnagiri.
Sattara.
Shikarpoor.
Sholapoor.
Surat.
Tanna.
Yerrowda.

I have the honour to be,
Sir,
Yours most obedient Servant,
J. CRUICKSHANK,
Acting Inspector General of Prisons.

No. 5.

CIRCULAR.

No. 2032 of 1869-70.

Poona, Office of the Director of Public Instruction,
2nd September 1869.

To The Educational Inspectors,
Central, Northern, and Southern Divisions, and in Sind.

Sir,—I request that you will give in your Annual Report, under your notice of Training Colleges, a list (with separate figures for each Sub-Division) of the number of new appointments into the Department of trained and untrained (separately) Masters and Assistant Masters made by you, or by your Deputies, during the year.

I have, &c.,
(Signed) J. B. PEILE,
Director of Public Instruction.

No. 6.

CIRCULAR.

No. 2355 of 1869-70.

Poona, Office of the Director of Public Instruction, 25th September 1869.

To The Educational Inspectors,

Central, Northern, and Southern Divisions, and in Sind.

Sir,—As it has been brought to my notice that Schoolmasters who have been appointed Stamp Vendors under Government Resolution, R. D., No. 3475 of October 10th, 1867, are required to go for three or four days every month to the Talooka Kutchery to give their accounts, I have the honour to request that you will at once take steps to relieve them of that office, unless you are satisfied that arrangements can be made to prevent such absences, and to obviate any, even the slightest, interference with their duty to their schools.

2. I am of opinion that the execution of this duty, as well as that of Deputy Post Master (under Circular No. 1119 of July 27th, 1867), by schoolmasters should be watched with extreme care, and I shall hold any Deputy Inspector responsible in whose Sub-Division I find that any abuse of the practice has been suffered to exist unchecked.

I have, &c.,

(Signed) J. B. PEILE,

Director of Public Instruction.

No. 7.

No. 2487 of 1869-70.

Poona, Office of the Director of Public Instruction, 5th October 1869.

To The Educational Inspectors,

Central, Northern, and Southern Divisions.

Sir,—In so far as my letter No. 1056 of June 30th has been replied to, I gather that the Training Colleges contain no provision of either stipends or teachers for Mahomedans.

2. What provision should be made immediately depends upon the proportion of cess-paying Mahomedans to the total number of cess-payers.

3. If the amount of cess paid by Mahomedan cultivators is at all appreciable, you should not fail to reserve such a number of Training College stipends as may seem just for Mahomedan students, if any will compete for them.

4. And if there is a large proportion of Mahomedans in any of the large towns of your Division, they are entitled to a share of the stipends which are paid by the State.

5. The real difficulty is to find a training Master in Hindoostani, Urdu, and Persian. But where the Mahomedans are of sufficient importance, and are ready to avail themselves of the advantage, it is clear that one of the Assistant Masters of the Training College should be so qualified.

6. I request that you will take the appointment of such a Master into your consideration, and if you find an opening for his useful employment that you will make inquiry for, and recommend, a suitable person for the place.

7. It will then remain to appoint an Inspector of Mahomedan Schools; but this need not be done until the number of schools is more important than it is at present.

I have, &c.,

(Signed) J. B. PEILE,

Director of Public Instruction.

No. 8.

No. 2560 of 1869-70.

Poona, Office of the Director of Public Instruction,
14th October 1869.

To C. Gonne, Esquire,

Secretary to Government, Educational Department.

Sir,—I have the honour to bring under the consideration of Government the propriety of imposing a school-rate on the population of towns.

2. The voluntary system, in its extreme form, has for some years been abandoned in this Presidency, both in town and country. In the latter a permanent school-rate on the rental value of land is legally established by Act III. of 1869. In the former it was attempted, by the permissive legislation of Act II. of 1862, to enlist the agency of Municipal government in support of popular education.

3. The rural educational cess is perfectly successful, but the operation of Act II. of 1862 is simply the *reductio ad absurdum* of the voluntary system. For it shows that, even when a selected body of citizens had been empowered to apply Municipal revenues to the support of schools, the enlightenment necessary to prompt them to initiate such a measure was almost universally wanting.

4. This was not unnatural. The State Department began by undertaking both the entire cost and labour of spreading education. And after 1862 no steps were taken to explain to Municipal Committees either the just proportions of an educational system, or the practice of other countries whose educational policy is most worthy of imitation.

5. Only twenty-seven towns in the Bombay Collectorates have made any assignment of Municipal revenues to education under Act II. of 1862, and the aggregate yearly amount of their contributions is only Rs. 13,678. This represents the assessment for education of 1¾ millions of town population, while the 8¾ millions of rural population have been assessed to the extent of about 6½ lakhs.

6. If there had existed in towns any general valuation of property accessible to Government as a basis for a school-rate, as convenient as that afforded by the land assessment in rural communes, I have no doubt that a school-rate would have been instituted in the former at the same time as it was in the latter. But the absence of any such basis has caused hesitation, and, in default of any considerable support from Municipal funds, the popular education of towns has continued to this day to depend for its expenditure on Imperial money and the fees.

7. But the Government of India, not having considered perhaps what proportion of our whole population is non-contributory to a school-rate assessed upon the land revenue, is now proposing to throw the whole cost of primary education upon the agricultural

cess. A proposal which would leave our town schools without sufficient funds to keep them open makes it imperative to provide some form of Local Fund as soon as possible. And, even if the Imperial grant to popular education is not withdrawn, it is clear that the rural population have as good a claim to it as people in towns; that the latter are entitled only to a share of the public grant in proportion to their numbers; and that this sum is insufficient to provide an adequate number of Primary Schools without the assistance of a school-rate.

8. And what are the numbers of agricultural and non-agricultural people respectively? What proportion do the Survey occupants (including sub-sharers) bear to the whole population? I have inquired into this with care, and I have come to the conclusion that the agricultural cess-payers, with their families *are not more than fifty per cent. of the whole* population. A proposal, therefore, to place the whole burden of primary education on the agricultural cess is virtually a proposal to make one-half of the population pay for the primary education of the whole.

9. I append (**A**) some of the statistics on which the above conclusion is based. It points, with irresistible force, to the necessity of rating both halves of the people in the same proportion, before the intention of the Government of India to withdraw the public grant is further pressed upon us.

10. Assuming, then, that the rating of towns for school purposes is equitable, and even necessary, I proceed to ask what are the difficulties which have to be encountered in carrying out this measure?

11. The first is, that very little is known of the statistics of our town populations, and I have, therefore, endeavoured to reduce such information as I was able to obtain to a convenient form in the appended Table and List (**B** and **C**).

12. I find that a population of 4,000 inhabitants is about the line where the small town and the populous village meet, and I have, therefore, assumed that population as the lowest qualifying for admission to my list of towns.

13. There are 196 towns of more than 4,000 inhabitants in the Collectorates and 3[illegible] in the Punch Mahals. They fall very naturally into five classes, of which Ahmedabad, Surat, and Poona form the first. In the second class are 10 towns of very equal

importance, and all of more than 20,000 inhabitants. In the third class are 22 towns of about 10,000 to 18,000 inhabitants. The fourth class contain 64 towns of about 6,000 to 10,000 inhabitants. The remaining 100 are places of comparatively small importance, some of which are rather villages than towns. The population of the whole 199 is estimated at 1,769,722.

14. It is an opinion very commonly held that the town populations are already so heavily weighted with Municipal taxes as to be unable to bear any further impost. And certainly the weight of Municipal taxation is rather remarkable. Only 94 of the above 199 towns have Municipalities, and these 94 pay Rs. 10,62,747 of Municipal taxes. The rate *per head* is in several towns more than one rupee, and in some more than two, per annum. The rate per head, divided over the whole population of the 199 towns, is nearly 10 annas, while the rate per head of the Educational cess on the cultivating population is only two annas.

15. Here, therefore, is a heavy set-off to the greater rate of profit and wages enjoyed in towns. Which outweighs the other?

16. I am afraid there are no adequate data for judging this. I have obtained the rural population in my statement by deducting the inhabitants of the 199 towns from the gross population. But in the rural population are included tradesmen, day labourers, artizans, priests, mendicants, and others; and I have already said that I have concluded that the actual cess-paying families number no more than half the total population, or 5,303,780. If four persons* be allowed to each family, the number of families is 1,325,945, and thus, according to the calculation of gross income in my Statement (B), not quite Rs. 52† per annum is the income of each family, and Rs. 13-8-0 of each individual.

† *Note.*—I am speaking here only of the rental of the land, which is divided between the State and the occupant. The cultivator absorbs also much of the other half of the gross produce, which is appropriated to cost of production, in the shape of wages of labour to himself and his family. He also adds to his income by cart-hire, &c.

17. The estimated income of the 196 towns gives Rs. 14 per head per annum; but this is not the income of the whole town population, but only of that small section of it which is assessed to direct taxation. I find that in Surat the "Certificate Tax" (charged

* This is the true rate in the Talookas I have tested.

on yearly profits of Rs. 500 and upwards) only reached 1,032 persons, *or 1½ per cent. of the population of Surat*—and here my estimate is based on the proceeds of taxation, and is, therefore, sure to be under the mark. At the rate of four persons to a family, there would be 22,500 tax payers or heads of families in Surat, of whom, therefore, only five per cent. are touched by direct taxation. In the first year of the Income Tax only 5,721 persons were assessed in Poona out of a population of 80,000, so that only 30 per cent. of heads of families were reached by the tax on which my calculation of income is chiefly based. The bulk of Municipal taxes is also doubtless paid by this richer thirty per cent.

18. As the sum shown in column III. of my Statement does not include any income of less than Rs. 200 per annum, I see no reason whatever to doubt that there is a large residuum of persons now untaxed in towns with an average of income not less than that of the lower class of cultivators, who would not be oppressed by the imposition of a school-rate about as heavy as the rural educational cess.

19. What is the amount of the fund which would be required to make adequate provision for the primary education of these towns? In France the law requires every commune, a sub-division containing about 1,000 inhabitants, to support a Primary School. This is no extravagant provision in Europe, where it is contemplated that 1 in 6 or 7 of the population should be under instruction. But in India, in the first place, the education of girls is in a very elementary stage, and if nearly half the educable children are girls, it is clear that we may be contented with a much smaller rate of provision than would suffice if they entered our schools as freely as boys. Secondly, allowance must be made for a proportion of children educated in Missionary and other schools, which would not be adopted into a system of Municipal schools. A very fair provision, therefore, will be made for primary instruction if one school is estimated for every 2,000 inhabitants.

20. This calculation would require 884 schools, and, to cover fractions of thousands of population, I will take the round number of 900 as the total number of Primary Schools I require.

21. The average cost of Primary Schools is Rs. 290 per annum. I should, therefore, require a fund of Rs. 2,61,000 per annum, of which two-thirds, or Rs. 1,74,000, should be provided by a school-

rate. In round numbers, one rupee would have to be raised from every ten of population, or the rate would be 1 anna 7½ pies per head. This would be nearly five pies per head less than the Educational cess on the cultivating population. On the other hand, it would provide a much more complete system of schools than the rural communes enjoy at present.

22. For the population of the towns only which subscribe the Municipal revenues, Rs. 10,62,747, the sum required would be Rs. 1,11,360, and they could raise it by adding between 10 and 11 per cent. to the rate of Municipal taxation.

23. On my estimate of income of towns, the rate would be a tax of about ¼ of one per cent. if it was limited to the richer third of the population, but it would be much less if it fell on a larger section.

24. This can hardly be called impossible or alarming. It is light or heavy according to the value attached to the object to be gained. In America or Switzerland it would be thought exceedingly trifling.

25. I have here been illustrating in general terms the expected incidence of a school-rate on towns. But I do not propose that a common fund should be raised after the pattern of the rural cess. I proceed now to state my opinion how the rate should be raised and administered.

26. I would retain a place for voluntary action to the utmost extent consistent with a central administrative control. It is only in democratically constituted States like those named above, where the executive is directly conscious of the concurrence of the popular will, that the obligation to maintain or attend schools can safely be enforced by peremptory and even penal conditions. What is possible and safe in Massachusetts or the French cantons would subject the Government of this Presidency to misunderstanding and suspicion.

27. I would propose to make the Primary Schools of towns, therefore, essentially Municipal, chiefly supported by Municipal Funds, and under the management of Municipal Committees. Wherever a Municipality accepts its obligations to the full extent, I would leave in its hands the administration of its own school funds without official interference.

28. But before the Municipalities can be invited to take any action, I submit that Government has an important duty to perform. The educational requirements of every town ought first to be

separately considered, and a scheme prepared in which the site, class, and cost of the proposed schools should be carefully laid down. This would, of course, be the work of a local Commission appointed by Government.

29. I would suggest that the proposals of such Commissions should be regulated by the following maximum scale of provision:—

(*a*) There should be one School of primary education for each 2,000 inhabitants of a town.

(*b*) There should be a superior Vernacular School, or a Second Grade Anglo-Vernacular School, in each town of 5,000 inhabitants or upwards, and one to each 5,000 inhabitants in towns of 10,000 inhabitants or upwards.

(*c*) Each town should make sufficient provision of stipends in a Training School or College to keep up a supply of trained Masters for the Municipal Schools.

(*d*) Each town, or group of towns, should furnish half the salary of a special Deputy Educational Inspector and his Establishment.

(*e*) Each town of the first and second class, and a few selected towns of the third class, should support an Industrial College or School of Instruction in Science and Art.

30. Using this scale as a guide, the Commission should consider what immediate undertakings are warranted by the wealth, intelligence, and educational enthusiasm of the town they are reporting upon. They may prepare a complete scheme of educational establishments, with its cost, and state what portion of it may, in their opinion, be immediately set on foot by a rate.

31. I must enlarge a little on the scheme of Industrial Colleges or Schools for Instruction in Science and Art. My proposal would give one such school in a large town of each Collectorate except Kalladghi, Canara, and Colaba.

32. The object would be two-fold: first, to teach practically the common trades, and turn out skilled masons, carpenters, and smiths; and secondly, to teach, theoretically and practically, the application of science to the work of the builder and mechanician, and to the higher industries with a view to the production of articles of luxury and export; skill being here expended on products special to the country, or for manufacturing which there are special local facilities.

33. For the first object there would be workshops employed reproductively. The second would be attained by teaching and experiment in some or all of the following subjects in science :—

1. Practical, Plane, and Solid Geometry.
2. Machine Construction and Drawing.
3. Building Construction.
4. Theoretical and Applied Mechanics.
5. Acoustics, Light, and Heat.
6. Magnetism and Electricity.
7. Inorganic and Organic Chemistry.
8. Geology.
9. Mineralogy.
10. Animal Physiology.
11. Zoology.
12. Vegetable Anatomy and Physiology.
13. Systematic and Economic Botany.
14. Mining.
15. Metallurgy.

And in Art—

1. Drawing freehand, geometric, perspective, and model designing for architecture, manufactures, and decoration.
2. Modelling in clay, sculpture, wood-carving, lithography.
3. Metal-work, welding, chasing, engraving metal, and enamelling.

34. For teachers in these schools I look to the Poona College for graduates in Civil Engineering, and to the Central School of Art in Bombay for certificated teachers of art. Both these Institutions would be highly benefitted by acquiring a great and permanent object for the training of their best pupils.

35. I am afraid some of this may appear utopian. But a beginning must be made in the restoration of Indian industries. There will some day be a call for employment for the surplus population which cannot employ itself on the land, and for an increase of exports to supply them with food and currency. In 1862 Mr. Laing said, "with cheap raw material, cheap labour, and many classes of the Native population, patient, ingenious, and endowed with a fine touch and delicate organization, I see no reason why the interchange between India and Europe should be confined to agricultural produce against

manufactures, and why in course of time manufactures of certain descriptions, where India has a natural advantage, may not enter largely into her staple exports." The Home Government, in 1861, undertook to assist Industrial Schools, provided that they aimed at eventually being self-supporting.

36. I will now explain how I propose that the work of establishing the Municipal school system should be carried out in such a city as Ahmedabad. In the first place, a Committee appointed by Government would consider the resources and wants of the city, and prepare a scheme showing the class and number of the schools to be established, and the rate to be raised in support of them.

This scheme would be submitted to Government, who, after considering and, if necessary, amending it, would return it to the Committee, who would lay it before the Municipality.

The Municipality would be required to signify, within a fixed time, their acceptance or rejection of the scheme, and their objections, if any, would be considered by Government, and either admitted or not. The scheme as finally approved by Government would be forwarded to the Municipality for adoption.

The Municipality would then prepare to place the necessary funds at the command of the Educational Inspector, who would carry out the rest of the arrangements in consultation with a Local Committee of Municipal Schools.

Should the Educational Inspector report that up to a fixed date the Municipality had taken no steps to raise the school-rate, Government should then be empowered to do so either by attaching Municipal revenues or imposing a rate on the basis of an Imperial tax or otherwise.

37. The same plan should be followed in all towns which have adopted Municipal Commissions. Wherever a town has made that first step in self-government, it should be empowered to support the educational scheme by the same machinery as it employs for

Note.—It is suggested, with reference to the recommendation in the Educational Despatch of 1854, to encourage agricultural science, that the Collectors should form agricultural depôts in connection with the Industrial Schools, where they might exhibit the best seeds, products, manures, models of carts, implements, fencing, draining tiles, &c. The schools would assist the Collector in regard to chemical or mechanical processes as much as the Collector would help the schools by finding material for them to practise upon.

Municipal purposes. In other towns I should simply take up the principle already asserted in the Bombay Local Fund Act (III. of 1869), and extend the local taxation to classes who profit by the maintenance of schools as much as the agricultural population. By these classes I mean the non-cultivating population of villages and towns which have no Municipal government.

38. There will then be two kinds of rate to be legalized by enactment. In villages (under 4,000 inhabitants) a rate may be levied from non-cultivators, which will be treated as an asset of the Local Fund of the District (see Section X. Act III. 1869). In towns of 4,000 inhabitants and upwards, where there is no Municipality, a rate may be levied in the same way as in villages; and where there is a Municipality it will be empowered to levy the rate under the Municipal Act. In both these latter cases the rate will be administered as a separate fund belonging to the town in establishing the schools proposed by the Government Commission.

39. To show clearly what I mean, I append a draft of the principal sections of an Act which would carry out my proposal. It will be seen that I there attempt to define the educational function of the District Local Fund Committee, which might be made available as the Government Commission I have been proposing. If this is approved, no new executive machinery would be required.

40. There is a further question,—In what form should State assistance be extended to these Municipal schools? My opinion is that they should have the benefit of the Grant-in-aid Rules on the System of Payment by Results.

41. The reason is obvious why that system is better suited to town than to village schools. In the latter it would be open to the usual objection that the State assistance thereby overlooks those who are most unable to help themselves. Hence the propriety of a public grant centrally administered and applied where there is insufficient local unaided strength to support a school. Again, the population of the numerous rural communes which make up a Talooka or country is not knit together in the same identity of interest as is the population of a large town. Hence there is no propriety in administering the rural school-rate as a common fund.

42. But in the towns, in the first place, it is my proposal that the number, class, and locale of the school shall be settled *ab extra* by

a competent Commission. Thus the Municipality will be debarred from partiality or stinting. This danger removed, the school-rate can be administered as a common fund, with full assurance that all classes and parts of the town population are duly considered and provided with the necessary conditions for seeking a grant-in-aid.

43. I propose, therefore, that the grant-in-aid system should be extended to Municipal Schools, for I think that the necessity of some encouragement from the public funds is essential to the success of the scheme, and in this belief I have assumed that the towns will not be charged with more than two-thirds of the cost of their schools. The grant-in-aid and the fees would be credited to the Municipal School Fund, and I would propose to add a stimulus to the zeal of the teachers by allowing them a certain percentage of the grant according to the proficiency of their scholars.

44. I need not prolong this letter by further detail. The failure of Act II. of 1862 in eliciting adequate action of the Municipalities will be obvious to Government. It is a failure also because it gives no protection against capricious action, for it is not long since I was informed by a Municipality that it had withdrawn a grant *with retrospective effect from the first of the current month*. But generally I think that this is a province where we cannot expect spontaneous action from the people.

45. I would add one other inducement. Municipal supervision would bridge over the gulf between Government and indigenous education. The number of indigenous schools in towns is very far from unimportant, but they are now regarded by Government Inspectors as foreign territory. Bombay has always been remarkable for the large number of strictly Government Schools in its Returns, and the small number of Private Schools for the inspection of which credit is taken in its Reports. This is not to me a cause of unmixed satisfaction. It seems to me quite possible that the indigenous schools should be so far brought under supervision of the Municipal Educational Committee as to play a humble but effective part in elementary education, and to take place in the system as feeders to the Government Schools.

I have the honour to be, &c.

J. B. PEILE,
Director of Public Instruction.

A.

Proportion of Agricultural Cess-paying People to the whole Population.

No.	Name of Talooka.	Number of Villages.	Total Population.	Agricultural Population.	
1	2	3	4	5	
	Khandeish.				
1	Chopra	96	39,445	15,441	
2	Amulnair Town	185	54,755	24,573	
3	Errandole	182	63,514	23,781	
4	Nusseerabad	93	52,338	21,055	
5	Vîrdul	76	30,341	14,136	
6	Nundoorbar	95	19,757	7,391	
7	Songheir Peta	59	19,811	7,903	
8	Dhoolia	114	47,610	18,528	
9	Chalisgaum	117	32,094	13,520	
10	Lahâra	113	41,647	21,744	
11	Wurrungaum	126	40,582	23,190	
12	Malligaum	161	54,400	27,833	
13	Baglan	91	34,604	18,151	
14	Nijampoor	87	14,244	6,687	
15	Jamneir	152	65,425	33,713	
16	Bhurgaum	154	36,289	19,781	
17	Thalneir	97	26,081	13,538	
18	Sooltanpoor	103	30,992	12,781	
	Total	2,106	703,929	323,746	per cent. 45·99
	Gujarat.				
1	Duskroee	.....	217,725	64,884	
2	Borsud	.....	104,411	73,575	
3	Bulsar	.....	72,010	49,527	
4	Unkleswur	.....	61,180	42,859	
	Total	.....	455,326	230,845	per cent. 50·69
	Sattara.				
1	Waee	.....	55,889	24,122	
2	Kurar	.....	91,596	48,240	
	Total	.....	147,485	72,362	per cent. 49·06
	Belgaum.				
1	Purrasghur	.....	82,688	26,318	per cent. 31·82

J. B. PEILE,
Director of Public Instruction.

B.

District.	Number of Towns of 4,000 Inhabitants and upwards.	Total number of Inhabitants of Towns.	Annual Assessable Income of Towns (calculated on taxation paid).	Number of Towns in column 2 which have Municipalities.	Amount of Municipal Revenue levied by Towns in column 5.	Amount of Educational Cess paid by Agricultural section of Inhabitants of Towns in column 2.	Annual amount contributed to Education from Municipal Fund of Towns in this Statement under Act II. of 1863.
1	2	3	4	5	6	7	8
			Rs.		Rs.	Rs.	Rs.
Poona	12	145,947	28,63,300	8	1,61,690	1,355	.....
Sholapoor	9	76,928	20,59,325	5	1,20,670	642	600
Ahmednuggur.	17	137,932	16,98,900	7	48,831	1,247	804
Sattara	15	110,088	16,22,200	15	49,975	2,412	.....
Kulladghi.....	14	90,371	2,26,350	8	20,911	791	500
Belgaum	19	132,150	13,54,175	5	27,491	1,515	784
Dharwar	18	161,779	16,31,770	5	30,889	2,122	900
Canara	9	50,238	3,55,700	4	25,360	939	500
Ratnagiri	5	41,773	4,08,175	...	.....	940	.....
Colaba	5	26,273	3,65,550	3	10,706	527	.....
Tanna	9	67,958	10,24,600	7	64,730	1,016	300
Surat	5	116,770	15,67,200	3	1,94,398	567	3,720
Broach	4	52,508	11,85,937	2	71,351	1,236	.....
Kaira	20	157,602	17,43,625	5	38,198	5,893	210
Ahmedabad ...	14	229,143	47,25,315	8	1,67,838	2,072	4,800
Khandesh.....	21	140,994	16,69,000	9	29,703	3,034	.....
Punch Mahals.	3	22,268	2,43,62:	Other Statistics not available			
Total.....	199	1,769,722	2,45,01,152	94	10,62,747	16,306	*13,118

* Rs. 560 are paid by small Municipalities (in

Total of Columns 7 and 8, being the entire contribution of Towns to Education.	Rural Population of Districts.	Income of Rural Population at twice the Survey Assessment of Government and three times that of Alienated Lands.	Educational Cess at 2 ½ per cent. on Gross Land Revenue.	
9	10	11	12	13
Rs.		Rs.	Rs.	
1,355	640,246	31,15,071	33,341	There are also Municipalities at Narayangaum, Patus, Muncher, Baramuttee, and Wadny, places of less than 4,000 inhabitants.
1,242	477,624	19,42,959	18,981	Ditto at Barsee, Tudowle, Kurmala, Bhalowree, Bramhapoore, Bulwadee, Nazrey, Koley, Gardee, Duhiwadi, and Savey.
2,051	904,478	54,51,691	54,729	Ditto at Merrujgaum, Newassa, Khoord, Dindooree, Trimbuk, Munmar, and Egutpoora.
2,412	882,288	59,95,407	53,586	There are also Municipalities in fifty other Towns containing less than 4,000 inhabitants.
1,291	611,184	34,18,863	31,756	There are also Municipalities at Tudee, Halsungee, Moodebehal, Ooklee, Nidgoondee, Moolwad, Kelhar, Torwe, Sarwad, Kakhamdee, Bubleshwar, Mundnoor, Boblad, places of less than 4,000 inhabitants. They give Rs. 428 per annum to Education.
2,297	659,113	41,74,064	37,928	
3,022	682,174	49,13,536	47,330	Municipalities are also in course of being constituted in Haveree, Nowlgood, and Nurgoond.
1,439	343,802	23,61,772	24,533	There is also a Municipality at Yellapoor, a town of less than 4,000 inhabitants.
940	681,147	23,40,812	23,530	There are at present no Municipalities in Ratnagiri, but one is about to be established at Vingorla.
527	231,391	16,25,311	16,894	There is also a Municipality at Roha and Ashtamee.
1,316	553,197	32,73,778	32,383	There are also Municipalities at Kelvi Mahim, Dhanoo, Chichni, and Tarapoor, of less than 4,000 inhabitants.
4,287	384,767	66,24,359	63,893	
1,236	181,512	43,63,745	40,775	
6,103	451,643	67,15,628	61,989	
6,872	485,154	43,38,108	40,351	
3,034	668,118	79,51,171	78,435	There are also Municipalities at Sindkheira, Bettawad, and Tullode, towns of less than 4,000 inhabitants.
for Punch Mahals.				
39,424	8,837,838	6,89,01,825	6,59,934	

Kalladghi and Tanna) of Towns not in this Statement.

J. B. PEILE,
Director of Public Instruction.

C.

1st Class Towns.

	Inhabitants.
Ahmedabad	119,368
Surat	90,000
Poona	80,416

2nd Class Towns.

(Twenty thousand inhabitants, but under fifty thousand).

Hooblee	33,572
Broach	31,207
Sholapoor	28,646
Ahmednuggur	27,735
Belgaum	24,366
Dharwar	24,360
Sattara	22,949
Nassick	22,878
Neriad	21,030
Dholka	20,933

3rd Class Towns.

(Ten thousand inhabitants, but under twenty thousand).

Veerumgaum	18,413
Omreth	13,724
Kuppurwunj	13,475
Punderpoor	13,283
Malwan	12,579
Kaira	12,539
Parolla	12,308
Yeola	12,259
Bagulkote	12,242
Jamboosur	11,778
Chopra	11,767
Bhewndy	11,760
Borsud	11,176
Waee	11,163
Dhoolia	10,670
Vingorla	10,618
Muhooda	10,552
Ratnagiri	10,064
Ranibednoor	10,031
Bassein	9,758
Dhundooka	9,608
Tanna	9,436

4th Class Towns.

(Six thousand inhabitants, but under ten thousand).

Poona.

Jooneer	9,739
Indapoor	6,870
Kheir	6,162
Tullegaum	6,124

Seroor.

Seroor	6,078

Sholapoor.

Kurkumb	7,848

Ahmednuggur.

Sungumnair	7,725
Sinnur	7,508
Pathurdee	6,825
Khurda	6,240
Vinchoor	6,129
Shreegoonda	5,900

Sattara.

Talgaum	9,916
Kurrar	9,663
Mhuswar	7,125
Islampoor	6,282

Kalladghi.

Beejapoor	8,891
Gooludgood	8,221
Itkul	7,357
Talicote	6,306
Soolibhavee	6,264
Mungolee	5,975

Belgaum.

Gokak	9,716
Uthnee	9,451
Nipani	8,500
Hongul	8,364
Sownduttee	7,007
Sudulgay	6,011

Dharwar.

Nurgoond	9,517
Bettigerree	9,502

Dumbul.

Nowlgoond	9,095
Gudduk	8,011
Annigerree	6,801
Moolgoond	6,419
Bankapoor	6,392

Canara.

Carwar	8,936
Coompta	7,457
Aukolu	6,349

Ratnagiri.

Colaba.

Rewadunda	6,215

Khandeish.

Errandole	9,503
Dhurrumgaum	9,222
Nusseerabad	9,179
Malleygaum	7,913
Feizpoor	7,689
Sowda	7,674
Amulnai	7,582
Yawal	7,206
Nundoorbar	6,481

Tanna.

Punwell	8,914
Cullian	7,753

Surat.

Anklesur	8,085
Balsar	7,923
Nandeir	6,759

Broach.

Ahmode	5,372

Kaira.

Mehmudabad	7,583
Dakore	7,251
Anund	7,181
Chuklasee	6,629

Ahmedabad.

Prantej	9,084
Gogo	7,637
Morassa	6,858
Dhollera	6,430

Punch Mahals.

Godra	9,172
Dohud	8,978

J. B. PEILE,

Director of Public Instruction.

SKETCH OF A BILL.

Government may, from time to time, by notification, define the limits of any Educational District for the purposes of this Act.

2. There shall be an Educational Council for each Educational District, which may be the Council appointed and empowered under Sections 2, 3, 5, of the Bombay Local Funds Act. The Educational Inspector of the District shall be *ex-officio* member of every such Council.

3. Every Educational District shall be divided into a number of Townships, which shall commonly be the areas included in any city, town, or village, by the Revenue Survey, but if any difficulty shall arise as to the area of any Township, its boundaries shall be defined by order of the Governor in Council.

4. There shall be a School Committee in every Township in which a school or schools are established or included in a scheme under this Act. In Townships where there is no Municipal Commission the School Committee shall be appointed by the Inspector of the District, and shall consist of at least four persons, of whom not

more than two shall be officials. In every Township where there shall be a Municipal Commission, a Special Committee of the Municipal Commission, of not less than four, or more than eight persons, shall constitute the School Committee, of whom not more than half shall be officials. The official members shall be appointed by the Governor in Council, and the non-official by the Municipal Commission: but in case of failure to appoint within one month of the appointment of the official members, it shall be competent to the Governor in Council to appoint the non-official members also. Subject to the above condition, vacancies shall, from time to time, be filled by appointment of official members by the Governor in Council, and of non-official members by the Municipal Commission.

5. Every School Committee shall be competent to visit the school or schools established or included in a scheme for the Township under this Act, subject to the Rules for visiting schools laid down by the Director of Public Instruction, and to address, from time to time, to the Inspector of the District representations on the administration of the school or schools, and the quality of the instruction in them, and recommendations for any alteration or improvement in the state of discipline and method of the Master, the increase or adjustment of the Master's salary, or the removal of anything detrimental or obstructive to the extension of education in the Township. In Townships containing less than 4,000 inhabitants the Committee shall, and in the Townships of 4,000 inhabitants or upward the Committee may, prepare and keep ready, for the examination of the Inspector or Deputy Inspector of the District, a list of all children between the age of 6 and 15 who are not attending the schools, and inquire and record the reason alleged by the parents for non-attendance. In Townships of 4,000 inhabitants or upward, it shall be competent to the Committee to divide the Township into sections, and to form themselves, for the purpose of making inquiries or inspections, into Sub-Committees of not less than two members each: but they shall not depute the duty of inspection or inquiry to persons who are not members of the Committee.

6. It shall be the duty of the Educational Council of a District, when directed by the Governor in Council, to prepare a scheme of the Educational requirements of any Township of 4,000 inhabitants or upward in the District in accordance with general rules as to a

sufficient provision of schools to be furnished by the Governor in Council, and therein to set forth the situation, number, and class of schools which they propose to be founded or adopted, and the cost to be incurred on each school, and to submit the said scheme to Government, through the Director of Public Instruction, within a reasonable time, and to report, from time to time, to Government, through the Director of Public Instruction, the progress made in establishing schools under this Act, and the failure of any Township to avail itself of the powers conferred in this Act, and thereafter to address to the Director of Public Instruction, as may appear expedient, representations on the Educational wants of the District, and the expenditure, method, discipline, course of study, and general administration of the schools of the District. Educational Councils shall be entitled to the assistance of all Government Officers in preparing the Educational scheme of Townships in the District. The Inspector of the District shall be competent to report to the Director of Public Instruction the proceedings taken by any Council or Committee under this Act, and every Educational Council shall be required to furnish the Director of Public Instruction with a full explanation as to anything under this Act which may be done, or neglected to be done, by such Council or the Committees of the District subordinate to it.

7. The schools established under this Act in Townships of 4,000 inhabitants or upward shall be called Municipal Schools. The Governor in Council shall fix, through the Director of Public Instruction, the minimum amount of expenditure on every Municipal School, the qualifications required of all Masters teaching in them, the salaries of all such Masters, the method, discipline, and course of instruction in all such schools, the rules under which they shall be inspected, and the application of all funds raised or assigned for Educational purposes under this Act. The Governor in Council shall be duly informed by the Director of Public Instruction of any representations addressed to him by the Educational Councils of Districts on Educational matters within their cognizance.

8. On receipt of the scheme of Educational requirements of a Township prepared under Section 6 of this Act by the Educational Council of a District, the Director of Public Instruction shall submit it, with his opinion, to the Governor in Council. If the scheme be

disappproved by the Governor in Council, it shall be returned to the Educational Council for amendment, and shall be re-submitted by the Educational Council within a reasonable time, amended according to the requirements of this Act. If the scheme be approved by the Governor in Council, such approval shall be notified to the Educational Council of the District, and shall be, by them, communicated to the School Committee of the Township, and the School Committee of the Township shall report, within three months of receipt of the scheme, the proceedings which they propose to take for bringing such scheme into operation. No School Committee shall be permitted to adopt part of such scheme, or to alter or reduce it.

9. If any Township shall, in the judgment of the Governor in Council, fail to make reasonable progress in putting the approved scheme of the Educational Council into effect within six months of the communication of the scheme to the School Committee, it shall be competent to the Governor in Council to establish or adopt the schools proposed in said scheme as schools under this Act, and to levy such rate and assign such cess under this Act as may be lawfully levied and assigned for the expenses of the schools of the Township according to this Act. In Townships of 4,000 inhabitants or upwards, where there is a Municipal Commission under Act XXVI. of 1850, or any Municipal Act for the time being in force, the Governor in Council shall be competent to levy under said Acts the funds which may lawfully be raised year by year for the schools under this Act, and to attach and appropriate to the lawful expenses of said schools any funds raised by the Municipality under any Municipal Act. or to raise the estimated lawful expenses of such schools by a tax levied on the basis of any Imperial or Local Tax for the time being in force, until such time as the Municipal Commission of such Township shall agree to pay their lawful yearly share of the expenses of said schools, and it shall be competent to the Governor in Council to employ the officers and records of said Municipalities, or the means used in assessing and collecting said Imperial or Local Tax, to raise the said lawful school-rate under this section.

10. All Government Vernacular and Anglo-Vernacular Schools existing at the commencement of this Act, and included in the scheme of any Educational Council of a District, shall be considered to be schools under this Act, as also shall all schools not previously

aided or inspected by Government, the Managers or Masters of which shall agree to conform to the provision of Section 7, except as far as regards the pay and qualifications of Masters actually teaching in them at the commencement of this Act.

11. No Township shall be required to establish or maintain a school under this Act until a Master shall be supplied by Government duly qualified, according to the Rules from time to time in force.

12. In every Township of less than 4,000 inhabitants there shall be levied on all inhabited houses in said Township a rate not exceeding one Rupee on houses of the 3rd class, Rs. 2 on houses of the 2nd class, and Rs. 5 on houses of the 1st class. Occupiers of houses of the 3rd class who pay cess under Sections 6, 7, and 8 of Act III. of 1869, and occupiers of houses of the 1st and 2nd classes who pay cess under said Sections equal to or more than the rate on houses of the 1st or 2nd class respectively in the Township, shall be exempt from the rate under this Section. The houses in every Township assessed under this Section shall be divided for purposes of Assessment into 1st, 2nd, and 3rd classes by the Collector of the District, or any Assistant or Deputy Collector deputed by him. Houses of 3rd class to be houses of one storey, containing not more than habitable rooms; houses of the 2nd class to be houses of not more than two storeys, of which both are inhabited or used for domestic purposes, and containing not more than habitable rooms; houses of the 1st class to be houses containing more than two storeys, of which at least three are inhabited or used for domestic purposes. The assignment of houses to any of these classes by any authorized officer to be final.

13. The rate described in the last preceding Section shall be levied in the same manner and under the same provisions of law as the ordinary land revenue, and through the agency of such officers as shall, from to time, be appointed for the purpose by the Collector acting under the general control of Government, or any officer duly empowered on that behalf by Government. The rate on houses unoccupied at the time of assessment shall be paid by the owner of such houses, provided they have been occupied not less than six months of the year preceding that for which the rate is charged, except that if the houses have been occupied more than three but less than six months of the said year the owner shall pay one-half of the said rate.

The duty of proving non-occupation in any period shall rest on the owner claiming exemption.

14. The rate assessed, under Sections 12 and 13, on Townships of less than 4,000 inhabitants shall be paid into the Treasury to the credit of the Local Fund of the District, and shall be applied to the support of schools in the District in the same manner and under the same rules as the cess levied under Section 6 of Act III. of 1869, and Section 10 of said Act III. shall be applicable to such rate.

15. Every Township of 4,000 inhabitants or upward, where there is no Municipal Commission under Act XXVI. of 1850, shall, on adopting the Educational scheme proposed by the Educational Council of the District under Section 6 of this Act, apply to the Collector of the District to be rated according to the provisions of Sections 12 and 13, and the rate so raised shall be applied to the support of the Municipal Schools of the Township established under this Act. Every Township of 4,000 inhabitants or upward, where there is a Municipal Commission, is hereby empowered to raise the amount of rate required by the proposals of the Educational Council under the provisions of the Municipal Act in force there.

16. All funds levied or assigned under the last preceding Section shall be collected or assigned as soon as possible after the beginning of the Educational year for the expenses of which they are levied, and shall be paid into the Public Treasury to the credit of Education, and administered by the Department of Education under the orders of the Governor in Council, in trust for the Schools of the Townships from which they are collected, and no part of them shall be applied to the uses of any other Township.

17. Every school recognized as a Municipal School under this Act shall receive an annual grant from Government according to the rules in force for Grants-in-aid.

18. Every Municipal School established or recognized under this Act shall be provided with a suitable school-house and school furniture at the cost of the Township establishing or maintaining the school, according to plans of school-buildings and lists of school furniture to be supplied or approved by the Director of Public Instruction.

No. 9.

No. 4501 of 1869-70.

Bombay, Office of the Director of Public Instruction,
23rd February 1870.

To The Head Masters of High Schools.

Sir,—It has come under my notice that slovenly and bad writing and incorrect spelling is much too common among the pupils who leave the High Schools for matriculation or the public service. I request that you will not relax your attention to these elementary matters. The writing lesson should not be hurried over in a perfunctory manner, and correct spelling should be ensured by the use of the black-board by the teacher when giving instruction.

I have, &c.,

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 4502 of 1869-70.

Bombay, Office of the Director of Public Instruction,
23rd February 1870.

MEMO.

Copy forwarded to Educational Inspectors for information.

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 10.

(CIRCULAR.)

No. 4511 of 1869-70.

Bombay, Office of the Director of Public Instruction,
24th February 1870.

To The Educational Inspectors,

Central, Northern, Southern, and North-East Divisions,
and in Sind.

Sir,—In holding the Annual Examinations of High Schools prescribed in Sir A. Grant's Circular No. 8029 of 1865-66, I request

that you will consider the following to be part of your duty, and give a particular and detailed notice of the result in your report:—

1. To examine the note books of lessons, rough and fair, kept by the boys; to see that they are neat and orderly; that all mistakes of matter or spelling are corrected *daily* by the class teacher.
2. To examine the exercise books of translations from one language to another in the Vernacular, English, and Sanscrit (or Latin); to see that the exercise books are suitable and uniform; that the writing is neat and orderly; and that they are corrected *daily* by the teacher.
3. To examine the copy books of the Lower School, and to see that the writing is careful and systematic and from good copy slips. The note books, exercise books, and copy books of the whole year previous should be produced for your inspection.

4. I request also that you will visit the school on a day when the ordinary work is going on, examine the time-table, the assignment of hours and classes to the Assistant Masters, and observe the style and method of the Assistants, and include any remarks which you may wish to make on these in your report.

3. Also, with reference to Clause E of the Circular, that you will at your visit for examination take the opportunity to audit the school accounts; examine the dead-stock register, &c.; observe the distribution of scholarship and exhibition money; and either bring any irregularity to my notice, or certify all correct in your report.

I have, &c.,

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 4512 of 1869-70.

Bombay, Office of the Director of Public Instruction,
24th February 1870.

MEMO.

True copy forwarded for the information and guidance of the Head Masters of High Schools, whose particular attention is directed to the importance of translations from one to another of the languages taught in the school.

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 11.

No. 4515 of 1869-70.

Bombay, Office of the Director of Public Instruction,
24th February 1870.

To The Principals of Elphinstone and Deccan Colleges.

Students who matriculate at the examination of 1871 and subsequent years will not be admitted to a Government Arts College unless they have passed the Matriculation Examination in a classical language; or, having passed in a vernacular, are able to satisfy the Principal that they are qualified to pass the Matriculation Examination in a classical language.

Sir,—I have the honour to request that you will make the rule written in the margin a regulation of the College, and give it as much publicity as possible.

I have, &c.,
(Signed) J. B. PEILE,
Director of Public Instruction.

No. 4516 of 1869-70.

Bombay, Office of the Director of Public Instruction,
24th February 1870.

MEMO.

Forwarded for the information of the Head Masters of High Schools.

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 12.

Poona, Office of the Director of Public Instruction,
31st March 1870.

MEMO.

The Director of Public Instruction wishes to form a Committee to assist him in the duty of encouraging Canarese Authors and guiding them to the selection of suitable and useful subjects, and more especially of offering inducements to the composition of useful Educational Works in Canarese. The Committee is intended to perform the following functions:—

(1) To settle lists of Canarese books required by this Department either for schools or as valuable aids to a liberal education.

(2) To supervise the preparation of such books by selected Authors at a fixed remuneration.

(3) To offer annual prizes for competition to writers of Canarese Prose and Poetry.

(4) To adjudicate such prizes, revise the prize works, and occasionally publish them.

(5) To be a Committee of Reference on questions of Canarese Orthography, Grammar, and Literature.

It is not practicable at present to assign the Committee any Establishment, but the Director hopes to be able to furnish what may be required at no distant period, if the work of the Committee increases according to his expectation.

The first duty of the Committee is to prepare a list of the Canarese books (original or translated) which are now most urgently required in schools, or are most desirable as aids to a liberal education; to invite selected Authors to compose them; and to make the list generally known. The other duties proposed need not be immediately considered.

The Director invites the gentlemen named below to constitute this Committee, and he proposes to refer to them, through the President, any further application made to him for patronage to Canarese Works:—

W. A. Russell, Esquire, Educational Inspector, S. D., President.

Rao Bahadoor Trimulrao Venkatesh, Judge of the Small Cause Court, Dharwar and Hooblee.
Rao Bahadoor Virbhadra M. Pundit, 1st Class Subordinate Judge, Sirey, North Canara.
J. F. Fleet, Esquire, C.S., Belgaum.
Mr. Chanbusappa Baslingappa, Deputy Educational Inspector, Dharwar Sub-Division.
Mr. Bhujangrao K. Hailgole, Acting Principal, Belgaum Training School.
Mr. Gungadharayya M. Turmare, Assistant to Canarese Translator.
} Members.

The Canarese Translator to be *ex-officio* Secretary of the Committee. Other names may be added as the scheme is further developed.

(Signed) J. B. PEILE,
Director of Public Instruction.

No. 13.

Rules proposed to Government for facilitating the interchange of Schoolmasters between British Districts and Native States.

Government will guarantee pension on account of Educational service under a Native administration on the following conditions :—

All the rules relating to pensionable service under the British Government will be held applicable to pensionable service under a Native State.

Pension will be guaranteed only when the appointment to Educational service under a Native State has been made with the knowledge and consent of the Representative of the British Government in the Native State, and of the Educational Inspector of the nearest adjoining Division.

The Educational Inspector of the nearest adjoining Division will keep a Register of such appointments. The Political Agent or Representative of the British Government in the Native State will also keep a Register, in which he will enter the name and description of all Educational employés duly appointed with a guarantee of pension to the service of the Native State, the date of entering and leaving such service, and the amount of pay drawn each year from the State up to the end of such service, the reason for leaving such Service, and the destination on leaving. The Ruler or responsible Manager of every Native State who undertakes to furnish the quota of pensions due for Educational service rendered to it shall, once for all, formally agree to be answerable for the same proportion of the pension due to any employé whose name is entered in the Political Agent's Register as the aggregate salary shown in the Register as drawn by such employé from that State bears to his aggregate salary drawn during his whole pensionable service.

Except in case of dismissal for misconduct, every Educational employé shall be entitled, on leaving the service of a Native State, to an extract from the Political Agent's Register of the entry relating to him, and every such extract relating to any Educational employé shall be appended to his application for pension.

APPENDIX G.

STATEMENT showing the application of the Sum of Rs. 15,000, *for the Encouragement of Literature, during the year* 1869-70.

Name and subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copy-right paid to Author or Translator.	No. of Copies.	No. of Copies purchased from Author or Translator.	Total.	Remarks.
			Rs.			Rs. a. p.	
Gopichand Natak, a Drama.	Narayan Dinkar Godbole.	Marathi	.....	...	18	17 11 6	Director of Public Instruction's Memo. No. 4745, dated 25th February 1869.
Shálá Patraka, or School Paper.	Krishna Shastri Chiplonkar.	Ditto	.....	...	588	78 2 6	Ditto No. 205, dated 16th April 1869.
Shivajicha Pavada, or a Poem on Shivaji.	Joti Govindrao Phule...	Ditto	.....	...	100	30 0 0	Ditto No. 2247, dated 18th Sept. 1869.
Raja Shivaji, an Epic. Books I.—III.	Mahadeva Moreshvar Kunte.	Ditto	.....	...	300	270 0 0	Ditto No. 1493, dated 29th July 1869.
Punyáche Varnan; or Poona, Ancient and Modern.	Narayan Vishnu Joshi.	Ditto	.....	...	200	262 8 0	Ditto No. 4958, dated 11th March 1869.

Musalmani Divani Káya-dano Laghu Pantha, or Mahamedan Civil Law.	Manibhai Jasábhai and Chhotalal Sevakaram.	Gujarathi ...	.....	...	50	80 0 0	Ditto No. 4273, dated 25th January 1869.
Shakuntala, a Drama. ...	Vinayak Gopalrao Ghosulkar.	Sanscrit and Marathi.	.....	...	25	200 0 0	Ditto No. 2571, dated 14th October 1869.
Paul ane Virgina, or Paul and Virginia, translated.	Dorabsha Ratanji	Gujarathi.....	.....	...	100	75 0 0	Ditto No. 4988, dated 15th March 1869.
Barjor Nama, a Romance.	N. R. Raniná	Ditto	.....	...	10	22 8 0	Ditto No. 354, dated 13th April 1869.
Adarbád Maraspandanu Panda namu, or The Book of Counsels, by Adarbád Marás-paunda.	Herbad Sheriarji Dádábhai.	Ditto	.....	...	100	200 0 0	Ditto No. 666, dated 31st May 1869.
Audichya Prakasa, or The Origin and Account of Audichya Brahman.	Prangovind Rajaram...	Ditto	.....	...	80	32 0 0	Ditto No. 643, dated 28th May 1869.
Vidnyan Vilas, a Magazine.	Uttamram Narbherám.	Ditto	.....	...	5	11 0 0	Ditto No. 1368, dated 22nd July 1869.
Vena Charitra, a Poem...	Dalpatram Dayábhai...	Ditto	.....	...	300	450 0 0	Ditto No. 1423, dated 24th July 1869.
Viramati Natak	Navalrám Lakshmirám	Ditto	.....	...	100	150 0 0	Ditto No. 1742, dated 16th August 1869.
	Carried forward...	.....	.....	...	.....	1,878 14 0	

Name and subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copy-right paid to Author or Translator.	No. of Copies.	No. of Copies purchased from Author or Translator.	Total.	Remarks.
			Rs.			Rs. a. p.	
	Brought forward...	.....	.....	...	.....	1,878 14 0	
Pandit	E. J. Lazarus and Co...	Sanscrit	.....	...	24	48 0 0	Ditto No. 1410, dated 24th July 1869.
Buddhi Prakúsh	Dalpatram Dayábhai...	Gujarathi ...	.....	...	60	30 0 0	Ditto No. 467, dated 13th May 1869.
Bejun ane Munijeh.....	Kaikhusru Nowroji ...	Ditto	.....	...	50	45 0 0	Ditto No. 1549, dated 31st July 1869.
Nyaya Tatva, a Magazine.	Lallubhai Surchand ...	Gujarathi ...	.....	...	9	28 5 0	Director of Public Instruction's Memo. No. 3118, dated 25th September 1868.
School Paper	Mahipatram Rupurcon Lilkanth.	Ditto	.....	...	1,200	100 0 0	Director of Public Instruction's letter No. 3920, dated 6th November 1869.
Budhivardhak, Magazine.	Ambálál Sakarlal	Ditto	.....	...	9	13 8 0	Director of Public Instruction's Memo. No. 3016, dated 6th November 1869.

Jotish Vishe, or a Treatise on Astronomy.	Pitambardas Tribhuvandas.	Gujarathi ...	.....	...	50	40	0	0	Ditto No. 3888, dated 21st December 1868.
Tavarikhe Kadan Iran ...	Jamshedji Palanji Kapadia.	Ditto	.....	...	70	939	12	0	Ditto No. 4979, dated 13th March 1869.
Ganji Tarikh	Mufti Gulam Surner ...	Ditto	.....	...	20	40	0	0	Ditto No. 2686, dated 20th October 1869.
First Examination in Arts Question Papers.	Ganpatrao Moroba Pitale.	English, &c...	.....	...	1,400	710	0	0	Ditto No. 458, dated 12th May 1869.
Student's Companion ...	Narahararám Narabherám.	English and Gujarathi.	.....	...	50	100	0	0	Ditto No. 1159, dated 7th July 1869.
Bombay Educational Record.	T. B. Kirkham	English	.....	...	1,313	492	6	0	Director of Public Instruction's Memo. No. 4611, dated 26th February 1870.
History of Mysore, 2 vols., by Colonel Wilks.	Higginbotham & Co. ...	English	.....	...	30	1,041	0	0	Government Resolution No. 578, dated 20th October 1869.
Muir's Sanscrit Texts, Vol. III.	Trübner & Co.	English and Sanscrit.	.....	...	50	423	0	0	Government Resolution No. 576, dated 19th October 1869.
Dictionary of Non-Aryan Languages.	W. W. Hunter	English.	.....	...	50	841	4	0	
History of India, Vol. II.	J. T. Wheeler	Ditto	.....	...	5	60	8	0	
	Carried forward.....	.....	.....	...	.....	6,831	9	0	

Name and subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copy-right paid to Author or Translator.	No. of Copies.	No. of Copies purchased from Author or Translator.	Total.	Remarks.
			Rs.			Rs. a. p.	
	Brought forward...	.....	.....	...	.....	6,831 9 0	
Trilingual Dictionary, being a Comprehensive Lexicon in English, Urdu, and Hindi.	Mathuráprasád Misra.	English, Urdu, and Hindi .	.....	...	10	169 2 6	Government Resolution No. 615, dated 8th November 1869.
Map of Bombay	W. J. Addis.....	English	.....	...	25	78 12 0	Director of Public Instruction's Memo. No. 110, dated 16th April 1869.
Payments to Dastur Hoshangji Jamaspji for editing Pahlavi Books, at Rs. 200 per mensem, from March to December 1869.	.....	.....	.....	...	.....	2,000 0 0	
					Total Rs...	9,079 7 6	

APPENDIX H.

REPORT FROM Dr. KIELHORN ON THE SEARCH FOR SANSCRIT MSS. IN THE BOMBAY PRESIDENCY, FOR 1869-70.

Deccan College, Poona, 1st July 1870.

To J. B. Peile, Esquire, M.A.,

Director of Public Instruction, Poona.

Sir,—I have the honour to submit to you the following Report on the progress during the last year of the search for Sanscrit MSS., instituted by Dr. Bühler and myself, in accordance with Government Resolution No. 2357, dated the 10th of December 1868.

2. The Bombay Presidency was up to the beginning of December 1869 divided between Dr. Bühler and myself, as in the preceding year. Since the departure of Dr. Bühler for Europe in December last, however, the work which was commenced by him in the Northern Division was carried on by myself, in addition to my own work in the Southern Division.

3. I regret that my duties in the College, which, owing to Professor Oxenham's absence during the greater portion of the year under report, were heavier than usual, and the preparation of some literary works, one of which you had desired me to undertake, have prevented me from absenting myself from Poona during the cold season for any length of time, and that I have thus been unable to make anything deserving the name of a tour in search for MSS. The very short time, about ten days, which I could spare for travelling, I spent, with your permission, in visiting Ratnagiri, where I combined my endeavours for the preservation of Sanscrit MSS. with an examination of the Sanscrit classes of the Ratnagiri High School, as may have been reported to you by the Educational Inspector of the Central Division. Dr. Bühler, on the other hand, visited again, I understand, the greater portion of the Northern Division in the course of his work as Educational Inspector, and took, with his

usual care and circumspection, efficient steps to carry out the orders of Government.

4. In the year under report I have carried through the Press the first fascicle of my Classified Alphabetical Catalogue of Sanscrit MSS. in the Southern Division of the Bombay Presidency. As copies of this work have been forwarded to you, it is needless, in this place, to speak of its contents and arrangement; but I may perhaps be permitted to remark, that this specimen number of my Catalogue appears to have been received with favour by European Sanscrit Scholars.

5. At present I am engaged in preparing for the Press the second part of the above Catalogue from the materials which I have collected in the course of last year. Amongst the latter I may mention a Catalogue of the MSS. in the Library of His Highness the Maharaja of Kolhapur, prepared by order of Colonel Anderson, the Political Agent of Kolhapur and the Southern Maratha States; another Catalogue of a large number of MSS. in Poona; and a Catalogue of a large library of Sanscrit MSS. in Sattara, prepared for me under the supervision of Mr. G. B. Nene, the Head Master of the Anglo-Vernacular School in Sattara. From Rao Saheb Bhicaji Ramchandra, Deputy Educational Inspector at Ahmednuggur, I have received a long list of MSS. procurable in his districts; and the Deputy Educational Inspector, Ratnagiri, has communicated to me lists of MSS., as well as other valuable information, regarding the state of Sanscrit learning in his Sub-Division. It would lead me too far to mention all the other smaller lists which have been forwarded to me in the course of the year.

6. I have ventured to submit to you, in paragraphs 7 and 8 of my Report on a Classified Catalogue of Sanscrit Works in the Saraswati Bhandaram Library of His Highness the Maharaja of Mysore (letter No. 122 of 1869-70, dated 22nd March 1870), my opinion on the practice of compiling and printing Catalogues of Sanscrit MSS. As further experience has tended to convince me of the correctness of my views, especially those expressed in paragraph 8 of the letter referred to, I shall be glad if you will permit me to carry them into practice in the second part of my Catalogue.

7. Dr. Bühler, on his departure for Europe, handed over to me a manuscript copy of an exceedingly bulky classified Catalogue of

Sanscrit MSS. in the Northern Division of this Presidency, which had been prepared under his superintendence by different Shastris. I regret that Dr. Bühler's illness and subsequent departure from India have prevented him from subjecting his Catalogue to that final revision which it must undergo before it can be printed; a task which I would gladly have undertaken myself, had my other engagements permitted me to do so.

8. From the enormous number of works that are mentioned in the Catalogue referred to in the preceding paragraph, and from the long lists of MSS. which were sent to me by my Agent in the Northern Division since Dr. Bühler's departure, it appears that Gujarath is far richer in Sanscrit libraries than the Southern part of this Presidency. Besides, Gujarath MSS. are generally older and more correct than those procurable in the Deccan and Konkan south of Bombay. Any Sanscrit scholar, therefore, who might have the good fortune to be allowed to travel in Gujarath and the adjoining districts for any length of time, would, in my opinion, have a good opportunity of collecting a greater number of rare and important works.

9. The following is an alphabetical list of MSS. bought for Government during the year under report :—

No.	Title of Work.	Author.	Subject.	Leaves.	Lines on each page.	Number of Slokas.	Samvat (if given).	Complete or not.
1	Aṇubhâshya.....	Vallabhâchârya .	Vedânta	452	6-10	5,931	.....	Complete.
2	Anekârthasangraha	Hemachandra. ...	Kos'a.....	43	15	1,822	.....	Ditto.
3	Alaṁkâratilaka	Vâgbhaṭṭa.....	Alaṁkâra	33	15	1,152	.....	Incomplete.
4	Âbhîyâdhikâra Sûtrâṇi	Pâṇini	Vyâkaraṇa	4	7	42	1,716	Complete.
5	Âryasiddhânta.....	Âryabhaṭṭa	Jyotishas'âstra ...	46	10-11	380	.....	Ditto.
6	Uṇadivṛitti	Ujjvaladatta.....	Vyâkaraṇa	132	6-7	2,390	.....	Ditto.
7	Uttarachampu.....	Âtreyavyankaṭa.	Kâvya	13	13	425	.....	Incomplete.
8	Uttaradhyânasûtrârthakathâ.	.....	Jaina Work	254	15	7,620	.....	Complete.
9	Upasargaharastotra	Sadvara.....	Ditto	25	15	1,000	1,823	Ditto.
10	Riktantravyâkaraṇa	.....	Vyâkaraṇa	14	6	78	.....	Ditto.
11	Ekâksharanâmamâlâ	Vis'vas'ambhu ...	Kos'a.....	4	15	168	.....	Ditto.
12	Kathaḥ *	.....	Jaina Work	22	16	600	.....	Incomplete.

* The proper title of this work is not given in the MS.

13	Kalyâṇamandirastotra Vṛittiḥ Saubhâgyamanjarî.....	.....	Jaina Work	11	15	346	1,627	Complete.
14	Kâtîyas'râddha-sûtra-bhâshya	Gadâdhara	Dharma.....	61	9	1,090	1,853	Ditto.
15	Kâmasamûha	Ananta	Kâvya	45	12	1,160	.....	Ditto.
16	Kâlikâpurâṇa	Vyâsa	Purana	353	11	...	.....	Incomplete.
17	Kirâtârjunîyaṭîkâ (Sarga 15.)	Pṛithunâtha-bhaṭṭa	.....	12	14	275	.....	Complete.
18	Kumârapâlacharitra	.....	Jaina Work	57	15	3,380	1,558	Ditto.
19	Ditto	.....	Ditto	85	15	3,380	.....	Ditto.
20	Kaumudîkathâ	.....	Ditto	102	11	3,145	.....	Ditto.
21	Gurvâvalî	.....	Do. (in Mâgadhî.)	12	12	300	1,680	Ditto.
22	Gotrapravara-nirṇaya	.....	Dharma.....	11	7	100	.....	Ditto.
23	Gautama-sûtra	Gautama	Ditto	14	10	225	1,854	Incomplete.
24	Do. Âchârakâṇḍa	Ditto	Ditto	8	11	160	.....	Complete.
25	Gautama-sûtrapanchâdhyâyî.	Ditto	Nyâya	14	9	255	.....	Ditto.
26	Grahaganitachintâmaṇan Golâdhyâye prathamâdhikârah	Chintamani	Jyotishastra.....	58	10	1,600	.....	Incomplete.
27	Ghaṭakarpara saṭîka.....	Kâlidâsa	Kâvya	10	10	178	.....	Complete.

No.	Title of Work.	Author.	Subject.	Leaves.	Lines on each page.	Number of Slokas.	Somvat (if given).	Complete or not.
28	Chamatkâra-chintâmaṇi	.....	Jaina Work (Jyotishas'âstra)	9	7	187	.....	Complete.
29	Jambucharitra	Padmasundara...	Jaina Work (in Mâgadhî)	41	7	720	1,769	Ditto.
30	Jambudvîpaprajnapti	.....	Ditto	98	15	4,171	.....	Ditto.
31	Jambudvîpaprajnapti-sûtram ṭikâsahitam	Commentary by Hîravijayasûri.	Jaina Work	454	15	18,398	.....	Ditto.
32	Jnâtadharmakathâ-sûtra ...	.....	Ditto (in Sanscrit and Prâkrit)	155	15	4,570	.....	Ditto.
33	Daṇḍaka	.....	Ditto (in Mâgadhî)	20	16	450	1,692	Ditto.
34	Tattvachintâmangalaka	Jagadevamis'ra ..	Kâvya	122	10	3,660	1,646	Ditto.
35	Therâvalî	.....	Jaina Work (in Prâkrit.)	8	12	143	.....	Ditto.
36	Das'âvaikatika-sûtra	.....	Jaina Work (in Mâgadhî).....	19	16	840	1,650	Ditto.

37	Dûtângadanâṭaka	Hanumat	Nâṭaka	6	13	125	1,910	Ditto.
38	Dhâtutaraṅgiṇî	Srîharshakîrti ...	Vyâkaraṇa.....	166	14	2,020	.....	Ditto.
39	Nalachampuṭikâ	S'ridurgâchandres'vara	.....	25	18	1,500	.....	Incomplete.
40	Navatattvârthavivaraṇa.....	.....	Jaina Work (in Mâgadhî).....	21	13-20	1,300	.....	Complete.
41	Navalingasûtrâṇi	.....	Jaina Work	6	14	150	.....	Ditto.
42	Nâgarâjas'ataka	Nâgarâja	Kâvya	15	9	252	1,926	Ditto.
43	Panchagauḍabhedâh	.....	Dharma	3	7	16	.....	Ditto.
44	Panchatantra	Vishnus'arman...	.....	54	15	1,300	.....	Incomplete.
45	Panchadrâviḍabhedâh.....	.....	Dharma	3	8	22	.....	Complete.
46	Panchopâkhyâna	Vishnus'arman...	.....	93	18	5,525	.....	Ditto.
47	Paṭṭâvalî	.....	Jaina Work	2-7	13	140	.....	Incomplete.
48	Pârâs'aragṛihya-sûtravyâkhyâna	Agnihotri Harihara.....	.....	207	10	4,140	1,791	Complete.
49	Parâs'arokta btithi lakshana and Seshagraha	Parâsâra	Jyotishas'âstra ...	11	7	98	.....	Ditto.
50	Pârâs'arabhâshya	.....	Ditto	13	9	234	1,926	Ditto.
51	Pârshadavyâkhyâ.....	.....	Prâtis'âkhya.....	94	10	2,200	1,626	Incomplete.

No.	Title of Work.	Author.	Subject.	Leaves.	Lines on each page.	Number of Slokas.	Somvat (if given).	Complete or not.
52	Pârshadavyâkhyâ.....	.....	Prâtis'âkhya	262	8	4,680	.....	Incomplete.
53	Prakriyâkaumudî.....	.....	Vyâkaraṇa	88	9	2,200	.....	Ditto.
54	Prakriyâkaumudîvyâkhyâ-Prasâdaḥ.....	Vitṭhala.....	Ditto	659	10	11,862	1,606	Complete.
55	Prabodhachandrodayanâṭakam Saṭikam	Kṛishṇamis'ra Commentary by Kâmadâsa	Nâṭaka	82	13-14	2,952	.....	Ditto.
56	Pras'amarati.....	.....	Jaina Work	5	33	330	.....	Ditto.
57	Bâlachittânuranjanî Kâvyaprakâs'aṭikâ	Sarasvatîtîrthasvâmin.....	Alamkâra	133	15	5,000	1,585	Ditto.
58	Bṛihadvasantarâjaḥ.....	.....	Jyotishas'âstra ...	91	11	2,264	1,599	Ditto.
59	Brahmagupta siddhânta	Brahmagupta ...	Ditto	73	11	1,260	.....	Ditto.
60	Brahmaguptokta Khandakhâdyakaṭikâ	.....	Ditto	105	12	3,300	.....	Incomplete.
61	Brahmavaivartapurâṇe Brahmakhanda	Vyâsa	Purâṇa	92	10	2,000	.....	Ditto.

62	Bhâgavatasubodhinî Dasamaskandhavyâkhyâ	Vallabhadîkshita.	Purâṇa	116	11	3,016	.....	Complete.
63	Bhuvanadîpaka.....	Padmaprabhasûri	Jaina Work	12	7	125	1,765	Ditto.
64	Bhṛigusamhitâ	.....	Jyotishas'âstra ...	87	9	1,462	.....	Ditto.
65	Manichchhasamjnaka	Mahîdâsabhaṭṭa .	Ditto	9	7	.85	.....	Ditto.
66	Maṇittha	.....	Jaina Work	4	14	121	.....	Ditto.
67	Mâlatîmâdhavaṭîkâ	Jagaddhara	.....	18-83	13	2,953	.....	Incomplete.
68	Mîmânsârthasangraha.....	Laugâkshibhaṭṭabhâskara	Purvamimânsâ...	27	8	328	.....	Complete.
69	Mṛitasanjîvinî	Halâyadha	Chhandah	31	12	1,040	.....	Ditto.
70	Yogayâtrâ	Varâhamihira ...	Jyotishas'âstra ...	18	14	700	.....	Ditto.
71	Ratnâvalî	S'rîharsha	Nâṭaka	46	10	810	1,654	Ditto.
72	Rapratyâhârakhandana	Vaidyanâtha Pâyagunḍa	Vyâkaraṇa	20	13	798	.....	Ditto.
73	Râjanîti.....	Devîdâsa	Niti (in Prakrit.)	27	9	450	.....	Ditto.
74	Râjapras na Sûtra	.....	Jaina Work (in Mâgadhî.)	42	15	2,000	.....	Ditto.
75	Râdhâvinodakâvya Saṭikam...	Râmachandra Kavi.	Kâvya	8	15	180	.....	Ditto.

No.	Title of Work.	Author.	Subject.	Leaves.	Lines on each page.	Number of Slokas.	Samvat (if given.)	Complete or not.
76	Lîlâvatî	.....	Nyâya	20	10	500	.....	Incomplete.
77	Vanadurgopanishad.....	.....	Upanishad	21	12	500	.....	Complete.
78	Vasishṭhasiddhânte Bhûgolâdhyâyah	.....	Jyotishas'âstra...	12	9	100	1,926	Ditto.
79	Vasudhârâ	.....	Jaina Work	9	9	80	.....	Ditto.
80	Vagbhaṭṭâlaṁkâra	Vâgbhaṭṭa.....	Alaṁkâra	10	15	325	.....	Ditto.
81	Vâdaratnâkarasûtra.....	... .	Jaina Work	23	18	1,150	.....	Ditto.
82	Vepṛâkasûtra	.....	Jaina Work (in Mâgadhî.)	29	13	1,080	.....	Ditto.
83	Vivâhapaṭala.....	.....	Jaina Work	25	5	1,000	.....	Ditto.
84	Vishamas'lokaṭikâ	.....	Commentary on Difficult Verses of the Mahâbhârata.	88	16	2,992	1,724	Ditto.
85	Virasinhâvaloka	Vîrasinhadeva ...	Vâidyas'âstra ...	2-415	8	5,810	1,572	Incomplete.

86	Vriddhaparâs'ara.....	.....	Jyotishas'âstra...	11	9	80	.....	Ditto.
87	Vetâlapanchavins'ati	S'ivadâsa	.....	81	10	1,600	.....	Complete.
88	Vyâsasûtrabhâshya.....	Ânandatirthasvâmin	Vedânta	122	10	11	2,151	.....	Ditto.
89	Vyutpattidîpikâ	.....	Jaina Work	3	164	15	3,075	.....	Incomplete.
90	Ashṭas'lokî	Vopadevapandita	Vaidyas'âstra ...	8	11	245	.....	Complete.
91	Sânkhyâyanasûtra	Sânkhâyana	Sûtra.....	192	8	2,850	.....	Ditto.
92	S'ânticharita.....	Bhâvachandrasûri	Jaina Work	162	15	5,832	1,535	Ditto.
93	S'abarabhâshya Vârtika	Kumârilabhaṭṭa.	Pûrvamimânsâ...	137	10	11	6,630	1,575	Incomplete.
94	Ditto	Ditto ...	Ditto	95	10	3,010	.....	Ditto.
95	S'iromaṇiṭikâ	Bhâvânanda.....	Nyâya	209	16	8,800	.....	Complete.
96	S'ukranitisârah.....	.....	Niti	102	7	2,500	.....	Ditto.
97	S'aunakoktavriddha Kârikâ.	Saunaka	Dharma.....	188	11	4,700	1,553	Ditto.
98	S'riguruvâkya Vṛitti	Dharmasaragani.	Jaina Work	21	15	600	.....	Ditto.
99	Sri'pâlarâsah	.....	Ditto (in Mâgadhi)	27	15	978	.....	Incomplete.
100	S'rimadoktaRâjamantrasâra-Lakshya	Kâs'inâthopâdhyâya	Dharma.....	39	13	1,104	1,731	Complete.

No.	Title of Work.	Author.	Subject.	Leaves.	Lines on each page.	Number of Slokas.	Sumvat (if given.)	Complete or not.
101	Sriharigunâkhyâ.....	Kes'ava.....	Vaidyas'âstra ...	12	11	440	.....	Complete.
102	Shaddars'anasamuchchaya-tikâ	Haribhadra	Jaina Work	19	18	1,252	1,714	Ditto.
103	Shadbhâshâstotra	.....	Ditto	3	13	96	1,851	Ditto.
104	Shadas'akaprakarana with Commentary	....	Ditto	38	16	1,850	1,896	Ditto.
105	Samgrahanâvacharni	.....	Ditto	15	23	1,320	1,530	Ditto.
106	Samgrahanivritti.....	.....	Ditto	72	15	3,500	.....	Ditto.
107	Samgrahanisûtrâ.....	.....	Ditto (in Mâgadhi)	24	9	390	.....	Ditto.
108	Sadâchârachandrikâ	.....	Dhárma.....	77	10-11	1,500	1,787	Ditto.
109	Sanatkumâvarâsa	.....	Jaina Work (in Mâgadhi).....	19	16	630	1,765	Ditto.
110	Samavâgasûtra	.....	Ditto	46	13	1,667	1,626	Ditto.
111	Sarasvatibhrid ayâlankâra Bharatabhâshya.....	Srîmannavagupta.	Alamkâra	221	11	7,920	.....	Incomplete.

112	Sarvamangalâ*	Kes'avas'arman...	Vyâkaraṇa	102	10	3,550	.....	Ditto.
113	Sarvânukramaṇî vṛitti	.....	Anukramaṇî	178	9	4,450	1,449	Complete.
114	Sârasamgraha	Bhaṭṭamahâdeva.	Jyotishas'âstra ...	24	15	1,080	.....	Ditto.
115	Simhâsanadvâtrins'at	.....	Kathâ	23	11	550	.....	Incomplete.
116	Siradevabṛihatparibhâshâṭippaṇam	S'rîmânas'arman.	Vyâkaraṇa	16	10	500	1,825	Ditto.
117	Sâgamângasûtra	.....	Jaina Work (in Mâgadhî).....	31	11	1,000	.....	Complete.
118	Smṛitichandrikâ	Bhaṭṭopâdhyâya.	Dharma	210	10	6,300	.....	Incomplete.
119	Haimavyâkaraṇadîpikâ	Jinasâgarasûrî ..	Vyâkaraṇa	68	17	6,750	.....	Ditto.
120	Haimavyâkâraṇa	.....	Ditto Jaina Work (in Prâkrit).....	16	12	620	.....	Complete.

* A Commentary on Nagojibhattas' Paribhâshendus'ekhara.

Besides, there are 15 MSS. which have not been forwarded to me by the Librarian of Elphinstone College together with the other MSS. collected by Dr. Bühler; these I am obliged to quote from the list of MSS. that accompanied your letter No. 3992 of 1869-70:—

No.	Title of Work.	Author.	Number of Leaves.
121	Prodyumnacharitra	Ratnuchandra Sâri ...	92
122	Haritosmritih	Harita	110
123	Prasnavyâkaranamviontisohitom.	Abhayadevasuri	111
124	Karmagranth Vritti	Devachandrasuri	54
125	Siddhantasundara	.....	49
126	Avs'ya Vritti.....	.....	152
127	Brihat Kathâ.....	.....	44
128	Ackaranya Vritti	Achara'sêtonka	291
129	Kavyánusa Sonaviveka.....	Hemachandra	150
130	Amarokoshch Satikah Kánden.	Amarasinha	131
131	Amarako Shah Sudha Khyatikásahita.	Amarasinha	412
132	Pars'vanathcharitra	.....	152
133	Sadonttidharmasomgraha	*Mahavira*.....	341
134	Chiatamonyanamanabhakta ...	Ruchidatta	115
135	Pratyakshakarichchheda	Vijayadeva	112

10. The following is a Statement showing the money received and expended by *myself* on account of cataloguing and buying MSS.:—

A.—*Received.*

	Rs.	a.	p.
Balance of last year.....	647	1	11
Received from Dr. Bühler	914	8	1
Total.....	1561	10	0

B.—*Expended.*

		Rs. a. p.	Rs. a. p.
1.	To the Manager of the *Indu Prakash* Press for printing my Catalogue	.....	325 0 0
2.	(*a*) Tour to Ratnagiri (Railway and Steamer fare, Rupees 109-15-0; travelling allowance for 7 days, Rs. 70) ...	179 15 0	
	(*b*) Railway fare of Mr. Joshi from Ahmedabad to Poona and back	16 0 0	
	(*c*) Paid to a Peon of Elphinstone College for bringing Dr. Bühler's MSS. to Poona.	7 0 0	
			202 15 0
3.	(*a*) To Mr. Joshi for copying, preparing lists, &c. from 5th October 1869 to 5th April 1870.	180 0 0	
	(*b*) To Mr. G. B. Nene, in Sattara, on account of the same	50 0 0	
	(*c*) To Govind Shastri, for the same	25 0 0	
	(*d*) To Mr. Sane for arranging lists.....	15 0 0	
			270 0 0
4.	Paid for MSS. :—		
	(*a*) In Poona and Ratnagiri ...	55 11 0	
	(*b*) „ Gujarat	196 4 0	
	(*c*) „ Kattiawar	15 10 0	
	(*d*) „ Kolhapur and Kagul ...	19 10 0	
	(*e*) „ Dharwar	9 15 7	
			297 2 7
	Carried forward.....	.....	1,095 1 7

		Rs. a. p.	Rs. a. p.
	Brought forward.....	.....	1,095 1 7
5.	(*a*) Printing new Forms	18 0 0	
	(*b*) Service Stamps	10 0 0	
	(*c*) To Mr. G. Pant for copying letters, &c.	30 0 0	
	(*d*) For Cloth for wrapping up MSS.	5 0 0	
			63 0 0
6.	Balance remaining		403 8 5
		Rupees.....	1,561 10 0

11. As regards the expenditure in the Northern Division up to December 1869, I beg to refer you to Dr. Bühler's own accounts forwarded in Appendix **A**.

I have the honour, &c.,

(Signed) F. KIELHORN,
Superintendent of Sanscrit Studies.

APPENDIX A.

Account of Money drawn for Sanscrit Manuscripts.

Receipts.	Amount.			Expenditure.	Amount.			Total.		
	Rs.	a.	p.	*Copying Fund.*	Rs.	a.	p.	Rs.	a.	p.
Balance as per last Account	875	3	6	Amount paid to Uttamram Dulabhram Joshi for copying Sanscrit Manuscripts	196	9	0			
Amount drawn as per Bill dated 22nd September 1869, for transcription of Sanscrit Manuscripts	600	0	0	Ditto to Mr. Prabhakar Ramchandra for ditto ditto	30	0	0			
Ditto ditto for buying Sanscrit Manuscripts	500	0	0	Ditto to Rao Saheb Gopalji Surbhai to be given to certain persons.	27	9	0			
Ditto ditto for travelling allowance.	500	0	0	Ditto to Martand Shastri for copying Sanscrit Manuscripts	15	0	0			
				Ditto to Deputy Educational Inspector, Khandeish, for copying Sanscrit Manuscripts	30	0	0			
				Ditto to the Rev. J. Wallace for printing 2 tabular forms in English and Sanscrit, 1,000 copies.....	29	2	0			
				Ditto to Naranshankar Shastri for copying Sanscrit Manuscripts	30	0	0			
Carried forward.....	2,475	3	6	Carried forward	358	4	0	.....		

Receipts.	Amount.	Expenditure.	Amount.	Total.
	Rs. a. p.		Rs. a. p.	Rs. a. p.
Brought forward.....	2,475 3 6	Brought forward.....	358 4 0	.....
		Amount paid to Girjashankar Shastri for copying Sanscrit Manuscripts	7 8 0	
		Ditto to Vishvanath V. Shastri for copying out lists	40 0 0	405 12 0
		Buying Fund.		
		Amount paid to Parsotam Bhikhari for Kalikapuran.....	45 0 0	
		Ditto to Martand Shastri for several Sanscrit Manuscripts	146 0 0	
		Ditto to Gorji Ganpatsagar for do. ...	20 0 0	
		Ditto to Gorji Gangaram for do.	3 0 0	
		Ditto to Ranchod Haribhai for do. ...	48 8 0	
		Ditto to Uttamram Dulabhram Joshi for do.	183 4 0	
		Ditto to Ramchandra Dinanath for do.	189 11 2	
		Ditto Ramkrashna Mirol for do.	136 0 0	
		Ditto Girjashankar Harishankar for do.	42 0 0	813 7 2

			Travelling Fund.						
			Amount paid to Prabhakar Ramchandra for Salary, Railway fare, and Contingencies	63	9	0			
			Ditto to Ranchod Haribhai for Railway fare, &c.	7	12	0			
			Ditto to the Assistant Deputy Educational Inspector, Rewa Kanta, S.D., for contingencies	0	4	0			
			Ditto to Martand Shastri for Pay and contingencies	72	0	0			
			Ditto to Uttamram Dulabhram Joshi for contingencies	1	6	0			
			Ditto to Ramchandra Dinanath Shastri	30	0	0			
			Ditto to Bhima Shastri for arranging Sanscrit Manuscripts	30	0	0			
			Ditto to Naranshankar Shastri for do.	27	0	0			
			Ditto to Martand Shastri for do.	27	0	0			
			Ditto to Girjashankar Harishankar for do.	13	0	0			
			Ditto to Balaji Shakaram for do.	20	0	0			
			Ditto to Vishnu Govind for do.	11	0	0			
			Ditto to Edalji for 6 blank books	12	0	0			
			Country thick Paper	1	13	0			
			Receipts Stamps	0	10	0			
			Needles and Thread	0	2	3			
			Gum and Paste	0	12	6			
			Scissors	0	1	0			
			2 Brushes	0	5	0			
Carried forward.....	2,475	3	6	Carried forward.....	318	10	9	1,219	3	2

Receipts.	Amount.	Expenditure.	Amount.	Totals.
	Rs. a. p.		Rs. a. p.	Rs. a. p.
Brought forward.....	2,475 8 6	Brought forward...	318 10 9	1,219 3 2
		Service Postage Stamps as per Receipt.....	16 0 0	
		3rd Class Railway fare of one Peon from Surat to Bombay and back	6 13 6	
				341 8 3
		Total Expenditure.....	.....	1,560 11 5
		Balance.....	.....	914 8 1
Total.....Rs.	2,475 3 6	Total.....	.....	2,475 3 6

(Signed) G. BÜHLER,

Acting Educational Inspector, N. D.

APPENDIX I.

TRAINING COLLEGE CODE.

The Training College is maintained for the instruction of Vernacular Masters in the profession of teaching.

2. There shall be 110 stipends, or subsistence allowances, for students under training for Masterships. There shall be three grades of stipends, which shall be tenable for one year, viz. :—

Fifty of Rs. 5 for students in the preparatory course,
Fifty of Rs. 6 for 1st year students.
Ten of Rs. 7 for 2nd year students.

3. The training shall be divided into a preparatory course, and two separate training courses, each of one year, with entrance, terminal, and final examinations as stated below.

4. Students passed for Masterships at the end of the first and second years, respectively, shall be ranged in a list in order of merit, and shall also be divided into a first and second class. The passed students shall have the choice, according to their order on the list, of such vacant Masterships as are available, and shall on appointment have the following rates of fixed pay :—

Two-year men.	1st Class	Rs. 25
	2nd do.	„ 20
One-year men.	1st Class	„ 15
	2nd do.	„ 12

5. Newly appointed Masters shall serve for one year as probationers. After the first yearly examination of their School they shall receive capitation and proficiency allowance at the following rates per mensem, calculated on the results of the examination of the School held by the Officers of the Educational Department :—

Capitation Allowance.

One anna for each boy in average attendance.

Proficiency Allowance.

				Annas.
For each boy passed in all heads of Standard			I.	 1
Ditto	ditto	ditto	II.	 2
Ditto	ditto	ditto	III.	 3
Ditto	ditto	ditto	IV.	 4
Ditto	ditto	ditto	V.	 6

The payment of capitation and proficiency allowances will be conditional on the sufficiency of Local Fund revenue for the purpose.

6. If the fixed item and proficiency allowance of any Vernacular Master together amount to Rs. 60, his pay shall be calculated on fixed item and proficiency allowance only, without capitation allowance.

7. The Head Master of a 2nd Grade Anglo-Vernacular School, who is also the English teacher of the School, shall, if a Training College pupil, have an additional Rs. 5 of fixed item, as well as the higher rates of proficiency allowance according to Anglo-Vernacular Standards.

8. It is to be clearly understood that the three items of fixed pay, capitation, and proficiency allowance all together make up the Master's salary, which will be altered once a year according to the results of the examination of the school, and that pension will be counted on the whole of the salary so made up. The three items are not to be spoken of as separate allowances, but as substantive pay, increasing or decreasing according to results.

9. Masters who, by neglect, ill temper, or other fault, allow their schools to fall below the average numbers of previous years, will be liable to have their fixed item of pay reduced by order of the Inspector to that of the class below them.

10. If a school falls permanently below the number of 25 boys, the Master is liable to be thrown out of employ by the closing of the school.

11. If the sum awardable as proficiency allowance is not equal to the sum awardable as capitation, no capitation allowance shall be given.

To prevent mere increase of numbers without efficiency.

Assistant Masters.

12. Assistant Masters are of two kinds, passed and unpassed :—

(*a*) *Passed Assistants* are one-year or two-year men who are employed as Assistants to the Head Master of a School, and who shall have the fixed pay of their class, but no capitation or proficiency allowance.

(b) Unpassed Assistants are candidates who have passed the Entrance Examination of the Training College, but for whom stipends in the Training College are not available. They shall be employed as Assistants on salaries not to exceed Rs. 8 per mensem.

Entrance Examination.

13. There shall be an Entrance Examination about the end of each year, at which candidates shall be admitted to compete for such number of vacant stipends in the preparatory class as may seem to the Inspector needed for a due supply of Vernacular Masters. Candidates must have completed their seventeenth year.

14. The Examination shall be held according to Standard IV. for Vernacular Schools. The candidates shall be arranged in order of merit by marks, and the vacant stipends shall be allotted to those who obtain the highest marks in order. The examination shall be held simultaneously at * by the Principal and a Deputy Inspector of the Division, and at such other places in the Division as the Inspector may appoint by a Board of two Examiners at each place to be appointed by him. The same papers to be prepared by the Educational Inspector shall be set at each place, and the answers shall be forwarded to the Inspector by the Examiners, with a statement of the marks for them and for *vivâ voce* examination, and a report on the merits of each candidate, and the Inspector shall consider the report and arrange the whole of the candidates in order of merit. Those who do not succeed in obtaining stipends, but succeed in passing Standard IV. according to the rules in force,† may be admitted as free students, provided they sign the same agreement to serve as Masters as is signed by stipendiary students, and they may compete for

* The Head-Quarters of the Division.

† *Note.*—To pass under the standard the student must obtain ⅓rd of the marks for each head and ¼th for each sub-division of head.

stipends at the next Entrance Examination. No candidate who fails to pass Standard IV. according to the rules in force shall be admitted to the Training College.

15. Stipendiary students on admission shall sign an agreement in the form appended.

COURSE OF STUDY.

Preparatory year.

The first year in the Training College shall be called the preparatory course, and shall be spent in a thorough revision of the more difficult portions of the subjects comprised under Standard IV. and of previous school studies generally. Students shall pass with credit the Terminal Examination at the end of this year before being promoted to the 1st year Training Class.

First year of Training.

16. The first year's course is designed to train Vernacular Masters to teach thoroughly the subjects of Standards I., II., III., and IV. for Vernacular Schools. It will comprise—

Arithmetic complete, with Book-keeping; Algebra, 4 Rules, Integral and Fractional; Euclid, Definitions, and Axioms, and half of 1st Book.

Fluent reading and writing of Vernacular (including current hand) with explanation.

Grammar and Parsing.

Elementary Sanscrit.

Geography and History; elementary general knowledge, with detailed knowledge of Geography and History of India.

Elementary Astronomy and Geology, common information.

School system—Returns and Accounts.

Method—Art of Teaching with effect.

Elementary Perspective and Plan Drawing.

Gymnastics.

Second year of Training.

17. The second year's course is to train Vernacular Masters to teach in a masterly manner the whole of the subjects taught in Vernacular Schools under Standards I., II., III., IV., and V. It will comprise—

Arithmetic complete; Euclid, Books I. and II., with Exercises; Algebra to Quadratic Equations inclusive; Book-keeping.

Vernacular—complete, scholarly knowledge, with Grammar and Parsing.

Sanscrit, Elements.

Geography and History; use of Terrestrial Globe; Physical Geography; continuation of first year's course, with detail of Modern History; general knowledge of present European and Asiatic peoples connected with India; elementary view of the Political System, Laws and Government of India; Economical History of India, and Countries in contact with it.

Astronomy and Geology; continuation of first year's course; explanation of Celestial Globe; Solar and Stellar System; cause of Eclipses, Earthquakes, Tides, Rain, Wind, Cloud, &c.; formation of Earth's Crust; advanced general information.

School System—Returns and Accounts.

Method—Art of teaching; advanced knowledge of principles of instruction; Perspective and Plan Drawing; Maps.

Gymnastics.

N.B.—(1) It is to be understood that it is not meant to limit absolutely the acquirements of Vernacular Masters by the above course, but that it comprises what they are expected to be able to teach with full mastery of the subject; and the instruction in the Training College is to be concentrated on training students to teach this programme with vigour and effect.

(2). English forms no part of the College course, because Vernacular Masters are not intended to teach it.

(3). Students are to be trained to impart the scientific information included in the courses in oral or conversational lectures, rather than from books. Training College Masters will teach this subject in the same way, and cause the students to keep note-books of the lectures, which the Masters will carefully correct.

EXAMINATIONS.

18. The year is divided into two terms. At the end of each term of the preparatory course and of the 1st term of each year of training there will be a Terminal College Examination held by the

Principal and Masters summing up and testing the instruction of the past term. Stipendiary students who fail at this Examination will be liable to lose their stipends.

19. Examinations for certificates will be held at the end of the 2nd term in each year of training by the Inspector of the Division, aided by the Principal and one or more Deputy Inspectors. There will be separate papers for first-year and second-year students. Persons who have not studied at the College may be admitted to examination for certificates by special permission of the Educational Inspector.

1. Papers will be set in the following :—

Marks.	
100.	Arithmetic and Mathematics.
100.	Composition and Grammar.
75.	Geography and History.
50.	Elementary Science.
25.	Drawing.
100.	Method and School-keeping.

2. *Viva voce* examination will be held in the following :—

100.	Mental Arithmetic and demonstration on Black-board.
100.	Grammar, Geography, History, and Science.
100.	Method—A lesson to be given to a class before the Examiners, and the principles illustrated explained.

CLASSIFICATION FOR APPOINTMENTS.

20. The students of the first and second year will be ranged in separate lists in order of merit, according to the number of marks obtained. Those who obtain 70 per cent. of the whole number of marks will form the first class in each year. Those who obtain less than 70, but more than 50 per cent., will form the second class. Classed students will be held to have passed the examination. Those who are not classed will be held to be unpassed, and will be remanded for further study ; but no student will be placed in a class who gets less than 30 per cent. of the marks for any subject.

21. Classed students will be granted certificates of the first and second class, signed by the Inspector in form appended, and will then have the choice of vacant appointments in their order of merit according to Rule 4, second-year men having priority of choice.

22. It is in the discretion of the Educational Inspector to examine at any time of the year a student who may have failed at the examination for a certificate, and to grant him a certificate if he then succeeds in passing for a class.

23. It is in the discretion of the Educational Inspector to determine how long the payment of stipend shall be continued to any student who fails to obtain a place in a class at either of the yearly examinations.

24. Students who are in the second class at the first year's Examination shall not be allowed to proceed to the second year's course, except they are specially selected by the Educational Inspector, and first-year students shall not have any claim by right to be appointed Masters of Superior Vernacular Schools.

INTERNAL DISCIPLINE, VACATION, LEAVE OF ABSENCE.

25. Rules on these subjects sanctioned from time to time by the Director of Public Instruction shall be considered Rules of the College within the meaning of the agreement signed by the holders of stipends.

J. B. PEILE,

Director of Public Instruction.

RULES FOR EXISTING VERNACULAR MASTERS.

(*a*) Untrained Masters appointed on or after January 1st, 1865, will not be elegible for further promotion until they have passed one of the Examinations for a certificate in a Training College. If they continue unpassed for more than two years from the receipt of these instructions, they will be liable to be discharged, if expedient, at six months' notice. They may be admitted to the Examination without attending the College course, but the Inspector should provide stipends in the College for such as desire to go there and are likely to become good teachers.

(*b*) Untrained Masters appointed before January 1st, 1865, may remain on their present footing, unless they elect to come under the new rules by passing an Examination for a certificate.

(*c*) Masters who have passed any Examination under the old rules of the Training School considered a final examination,—*i. e.*, an examination on the strength of passing which appointment to a teachership took place,—may either remain on the old footing, or be brought under the new rules as to pay and allowances, at the discretion of the Inspector, who will either admit them without examination in consideration of their training under the old rules, or require them to pass the examination for a certificate if he has doubts of their previous training having been effective.

(*d*) Masters admitted under the last clause to the benefits of the new rules without examination will rank, in regard to the choice of appointments, before the first batch of Masters trained under the new rules.

J. B. PEILE,

Director of Public Instruction.

APPENDIX J.

STATEMENTS SHOWING THE NUMBER OF SCHOOLS, AND SCHOLARS IN GOVERNMENT, INSPECTED, AND UNRECOGNIZED SCHOOLS, IN THE SEVERAL TALOOKAS AND TOWNS OF THE BOMBAY PRESIDENCY.

A.—*Statement showing the number of Schools and Scholars in Talookas.*

Collectorate.	Talooka.	Number of Schools in Talooka.				Area of Talooka in square miles.	Number of square miles to each School.	Number of Children in Schools of Talooka.				Total Population of Talooka.	Ratio of Children under instruction to Total Population.
		Government.	Inspected.	Unrecognized.	Total.			Government.	Inspected.	Unrecognized.	Total.		
1. Poonah.....	1. Joonere	22	...	3	25	552	22·08	957	...	24	1,197	89,554	1 in 74·81
	2. Indapoor	19	...	2	21	525	25·00	612	...	105	718	58,977	1 in 82·14
	3. Kheir	28	...	1	29	657	22·65	1,261	...	60	1,321	91,385	1 in 69·17
	4. Seeroor	16	...	4	20	448	22·4	553	...	107	660	61,339	1 in 92·93
	5. Poorundhur ...	16	...	4	20	371	18·55	507	...	190	697	79,027	1 in 113·38
	6. Bhimthurry ...	16	...	3	19	844	44·42	607	...	102	709	85,931	1 in 121·20
	7. Havelee (including Poonah)...	32	18	46	96	566	5·89	2,428	1,308	2,429	6,185	211,182	1 in 34·14
	8. Mawul.....	11	...	1	12	314	26·16	342	...	40	382	49,135	1 in 128·62
	Total.....	160	18	64	242	4,277	17·67	7,288	1,308	3,273	11,869	726,530	1 in 61·21
2. Sholapoor ...	9. Sholapoor	17	2	12	31	1,672	54·00	819	33	480	1,332	130,980	1 in 98·33
	10. Barsee	19	...	13	32	1,176	36·75	864	...	385	1,249	115,609	1 in 92·56
	11. Marheh	18	...	3	21	1,200	57·14	829	...	75	904	82,525	1 in 91·28

	12. Kurmalla	19	...	2	21	1,680	80·00	746	...	51	797	84,826	1 in 106·43
	13. Punderpoor	12	...	6	18	616	34·22	629	...	389	1,018	80,126	1 in 78·70
	14. Sangola	9	...	...	9	616	68·44	467	...	...	467	60,486	1 in 129·52
	Total	94	2	36	132	6,960	52·72	4,354	33	1,380	5,767	554,552	1 in 96·15
3. AHMEDNUGGUR.	15. Nuggur	17	2	17	36	578	16·05	1,530	71	673	2,274	91,344	1 in 40·16
	16. Jamkheir	13	...	6	19	463	24·37	757	...	195	952	67,750	1 in 71·16
	17. Kurjut	9	...	...	9	567	63·00	429	...	...	429	46,902	1 in 109·32
	18. Shreegoonda	8	...	5	13	604	46·46	396	...	109	505	52,216	1 in 103·39
	19. Parnair	11	...	3	14	714	51·00	588	...	84	672	68,105	1 in 101·35
	20. Sungumnair	14	...	6	20	681	34·05	811	...	285	1,096	64,919	1 in 59·23
	21. Kopurgam	12	...	4	16	506	31·62	692	...	97	789	57,154	1 in 72·44
	22. Rahooree	12	...	6	18	490	27·22	613	...	199	812	46,072	1 in 56·74
	23. Newassa	12	...	4	6	625	104·16	623	...	105	728	64,515	1 in 88·62
	24. Shewgaon	13	...	3	16	716	44·75	746	...	90	836	76,927	1 in 92·02
	25. Ankola	5	...	3	8	562	70·25	339	...	56	395	53,415	1 in 135·23
	Total	126	2	57	185	6,506	35·17	7,524	71	1,893	9,488	689,319	1 in 72·65
4. NASSICK	26. Baglan	20	20	1	41	1,053	25·68	1,200	1,200	69	2,469	57,000	1 in 23·08
	27. Sinnur	13	...	5	18	440	24·44	602	...	177	779	63,200	1 in 81·30
	28. Egutpoora	6	...	3	9	672	74·66	180	...	50	230	46,904	1 in 203·93
	29. Chandwad	4	...	2	6	756	126·00	357	...	90	447	56,678	1 in 82·05
	30. Nandgam	3	3	3	9	493	54·77	192	192	30	414	19,841	1 in 47·92
	31. Sawurgam	11	...	9	20	420	21·00	521	...	281	802	46,587	1 in 58·09
	32. Dindooree	9	...	4	13	560	43·07	450	...	86	536	59,897	1 in 111·74
	33. Nassick	14	3	14	31	512	16·51	1,116	229	595	1,940	77,331	1 in 39·86
	34. Malligam	13	12	...	25	776	31·04	871	755	...	1,626	54,825	1 in 33·71
	35. Niphar	17	...	2	19	400	21·05	952	...	65	1,017	77,583	1 in 76·28
	Total	111	38	43	192	6,082	31·67	6,441	2,376	1,443	10,260	539,846	1 in 52·61

Collectorate.	Talooka.	Number of Schools in Talooka.				Area of Talooka in square miles.	Number of square miles to each School.	Number of Children in Schools of Talooka.				Total Population of Talooka.	Ratio of Children under instruction to Total Population.
		Government.	Inspected.	Unrecognized.	Total.			Government.	Inspected.	Unrecognized.	Total.		
5. Khandeish ...	36. Dhoolia	20	18	3	41	759	18·51	1,483	1,222	184	2,889	63,991	1 in 22·15
	37. Chalisgaum.....	11	11	...	22	449	20·41	584	584	...	1,168	35,586	1 in 30·46
	38. Sirpoor	5	5	2	12	762	63·50	326	326	10	662	26,749	1 in 40·40
	39. Chopra	5	5	4	14	504	36·00	439	439	105	983	42,247	1 in 42·98
	40. Sowda	21	21	7	49	874	17·83	1,829	1,829	105	3,763	111,196	1 in 29·62
	41. Virdale	10	10	4	24	506	21·08	796	796	44	1,636	58,045	1 in 35·48
	42. Amulnair	15	15	7	37	538	14·54	1,064	1,064	155	2,283	73,325	1 in 32·11
	43. Errundole	15	15	9	39	459	11·77	1,552	1,552	192	3,296	68,587	1 in 20·79
	44. Nusserabad ...	13	13	2	28	323	11·53	1,129	1,129	43	2,301	51,601	1 in 22·42
	45. Bhosawul	9	9	...	18	566	31·44	748	748	...	1,496	51,565	1 in 34·46
	46. Jamneir	8	8	17	33	534	16·18	579	579	241	1,759	63,499	1 in 36·1
	47. Pachora	12	12	...	24	539	22·46	947	947	...	1,894	43,015	1 in 22·71
	48. Pimpulneir ...	9	9	3	21	1,233	58·71	547	547	40	1,134	63,422	1 in 55·92
	49. Nundoorbar ...	5	5	4	14	680	48·57	443	443	42	928	36,421	1 in 39·24
	50. Shada	5	5	4	14	474	33·85	576	576	86	1,238	35,326	1 in 28·53
	51. Tuloda	3	3	...	6	1,296	214·33	134	134	...	268	22,236	1 in 82·97
	Total	166	164	66	396	10,493	26·46	13,355	13,095	1,347	27,698	817,111	1 in 30·58

6. SATTARA	52. Sattara	19	1	33	53	332	6·26	1,324	44	842	2,210	105,661	1 in 47·81
	53. Patun	10	...	9	19	480	25·26	366	...	179	545	97,409	1 in 178·72
	54. Kurrar	17	1	35	53	392	7·39	904	23	589	1,516	113,755	1 in 75·03
	55. Khanapur	10	1	17	28	541	19·32	596	36	252	884	77,870	1 in 88·08
	56. Khatao	12	1	11	24	476	19·83	773	55	273	1,101	78,387	1 in 71·19
	57. Man	8	3	6	17	642	37·76	469	139	81	689	62,774	1 in 91·10
	58. Waee	14	3	21	38	380	10·00	700	...	482	1,182	81,435	1 in 68·89
	59. Korehgam	11	2	14	27	350	12·96	577	43	239	859	71,974	1 in 83·78
	60. Malseerus	10	1	5	16	574	35·87	458	73	124	655	53,566	1 in 81·78
	61. Jaolee	8	...	3	11	410	37·27	254	...	58	312	43,351	1 in 138·94
	62. Tasgam	12	...	18	30	336	11·20	666	...	401	1,067	84,894	1 in 79·56
	63. Walweh	12	...	43	55	549	9·98	857	...	668	1,525	120,224	1 in 78·68
	Total.....	143	13	215	371	5,462	14·72	7,944	413	4,188	12,345	991,291	1 in 80·29
7. BELGAUM	64. Belgaum.....	12	...	5	17	650	38·23	675	...	250	925	108,669	1 in 117·48
	65. Purusghur	15	...	1	16	637	39·81	973	...	30	1,003	103,318	1 in 103·03
	66. Beedee	6	...	...	6	632	105·33	442	...	...	442	64,306	1 in 145·48
	67. Chikodee.....	15	...		21	847	40·33	974	...	238	1,212	210,459	1 in 173·64
	68. Gokak.....	9	...		11	668	47·71	450	...	145	595	96,024	1 in 161·38
	69. Uthnee	13	...		17	749	44·06	624	...	137	761	94,447	1 in 124·10
	70. Sumpgaum.....	20	...	...	20	410	20·50	1,251	...	...	1,251	114,010	1 in 91·13
	Total.....	90	...	21	111	4,593	41·37	5,389	...	800	6,189	791,263	1 in 127·84
8 KALLADGHI ...	71. Beejapoor	14	...	16	30	856	28·53	774	...	340	1,114	64,020	1 in 57·46
	72. Badamee.....	12	...	12	24	612	25·50	826	...	317	1,143	108,696	1 in 95·09
	73. Bagulkote	14	2	18	34	692	20·35	863	67	438	1,368	94,236	1 in 68·88
	74. Hoongoond.....	10	...	18	28	533	19·03	535	...	465	1,000	85,703	1 in 85·70
	75. Moodabehal ...	10	...	13	23	553	24·04	479	...	266	745	74,687	1 in 100·52
	76. Indee	15	...	8	23	860	37·39	750	...	210	960	95,677	1 in 99·66
	Carried forward...	75	2	85	162	4,106	25·34	4,227	67	2,036	6,330	523,219	.....

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		Government.	Inspected.	Unrecognized.	Total.			Government.	Inspected.	Unrecognized.	Total.		
	Brought forward...	75	2	85	162	4,106	25·34	4,227	67	2,036	6,330	523,219	.....
	77. Sindghee	10	...	7	17	792	46·59	575	...	180	755	98,990	1 in 131·11
	78. Bagawadee.....	13	...	14	27	736	27·26	584	...	225	809	79 346	1 in 98·08
	Total.....	98	2	106	206	5,634	27·35	5,386	67	2,441	7,891	701,555	1 in 88·87
9. Dharwar	79. Dharwar	17	...	5	22	428	19·45	1,247	...	75	1,322	97,356	1 in 73·64
	80. Hooblee	13	...	6	19	310	16·31	868	...	120	988	93,156	1 in 94·28
	81. Nowlgoond.....	10	...	4	14	562	40·14	606	...	80	686	83,768	1 in 122·11
	82. Dumbul	12	...	7	19	699	36·79	949	...	210	1,159	103,912	1 in 89·65
	83. Rone	8	...	3	11	369	33·54	352	...	60	412	64,048	1 in 155·45
	84. Kurrajghee.....	11	...	8	19	440	23·15	414	...	100	514	82,172	1 in 159·86
	85. Bunkapoor	6	...	7	13	341	26·23	311	...	70	384	76,528	1 in 199·29
	86. Ranebednoor ...	7	...	7	14	403	28·78	458	...	100	558	72,003	1 in 129·03
	87. Khultgutgeh ...	4	...	4	8	277	34·62	355	...	60	415	45,701	1 in 110·12
	88. Hongul	5	...	3	8	297	37·12	818	...	50	868	56,849	1 in 65·49
	89. Kodo	7	...	10	17	399	23·47	373	...	114	487	68,460	1 in 140·56
	Total.....	100	...	64	164	4,525	27·59	6,754	...	1,039	7,793	843,953	1 in 108·29

10. CANARA.....	90. Honore	9	...	1	10	400	40·00	455	...	30	488	80,388	1 in 164·73
	91. Coompta	10	...	2	12	660	55·00	485	...	49	534	84,038	1 in 157·37
	92. Carwar	9	...	1	10	240	24·00	465	...	10	475	40,133	1 in 84·49
	93. Sircy	8	...	1	9	550	61·11	410	...	21	431	52,843	1 in 122·60
	94. Hullial.....	9	...	1	10	1,110	111·00	488	...	20	508	47,450	1 in 93·40
	95. Yellapoor	8	...	...	8	640	80·00	277	...	...	277	29,621	1 in 106·93
	96. Siddapoor	6	...	...	6	594	99·00	202	...	...	202	33,112	1 in 163·92
	Total.....	59	...	6	65	4,194	64·52	2,785	...	130	2,915	367,585	1 in 126·10
11. RATNAGIRI ...	97. Malwan	19	...	42	61	400	6·55	1,864	...	934	2,298	97,856	1 in 42·58
	98. Deogud	4	...	7	11	551	50·09	258	...	213	471	74,899	1 in 159·02
	99. Rajapoor.....	13	...	13	26	930	35·77	622	...	276	898	106,919	1 in 119·06
	100. Ratnagiri	18	1	21	40	480	12·00	1,684	14	468	2,166	87,280	1 in 40·29
	101. Sungmeshwur .	10	...	14	24	547	22·79	547	...	330	877	74,246	1 in 84·65
	102. Chiploon.....	11	...	26	37	709	19·16	529	...	473	1,002	104,674	1 in 104·46
	103. Gohagur	6	...	12	18	311	17·28	865	...	242	604	50,874	1 in 84·22
	104. Severndroog ...	21	...	47	68	535	7·86	1,265	...	796	2,061	105,318	1 in 51·10
	Total	102	1	182	285	4,463	15·66	6,631	14	3,732	10,377	702,064	1 in 67·65
12. COLABA	105. Alibagh	17	...	18	35	280	8·00	1,167	...	379	1,546	54,292	1 in 35·11
	106. Penn	11	...	6	17	468	27·53	657	...	113	770	35,419	1 in 45·99
	107. Rohe	8	...	1	9	220	24·44	429	...	10	439	32,360	1 in 73·71
	108. Mangaom	11	...	...	11	576	52·36	648	...	...	648	58,264	1 in 89·91
	109. Mhar	9	...	7	16	1,020	63·75	530	...	200	730	77,329	1 in 105·93
	Total.....	56	...	32	88	2,564	29·13	3,431	..	702	4,133	257,664	1 in 62·34
13 TANNA	110. Dhanoo	11	...	4	15	643	42·86	975	...	57	1,032	67,930	1 in 65·82
	111. Mahim.....	14	...	2	16	409	25·56	1,033	...	27	1,060	51,465	1 in 48·55
	Carried forward...	25	...	6	31	1,052	.....	2,008	..	84	2,092	119,395	.....

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		Government.	Inspected.	Unrecognized.	Total.			Government.	Inspected.	Unrecognized.	Total.		
	Brought forward...	25	...	6	31	1,052	.....	2,008	...	84	2,092	119,395	.....
	112. Wada	2	...	...	2	289	144·50	71	...	...	71	18,101	1 in 254·94
	113. Shapur	12	...	...	12	850	70·83	391	...	...	391	67,633	1 in 172·97
	114. Moorbar	5	...	2	7	345	49·28	193	...	29	222	47,952	1 in 216·00
	115. Callian.....	5	...	3	8	257	32·12	448	...	80	528	54,328	1 in 102·89
	116. Bhewndy.....	13	...	6	19	228	12·00	635	...	160	795	41,835	1 in 52·62
	117. Salsette	16	1	14	31	161	5·19	969	10	570	1,549	71,010	1 in 45·86
	118. Bassein	16	...	6	22	216	9·81	955	...	135	1,090	50,144	1 in 46·00
	119. Panwell	21	...	11	32	265	8·28	1,009	...	289	1,298	74,515	1 in 57·43
	120. Kurjut	5	...	5	10	335	33·50	214	...	55	269	63,512	1 in 236·10
	Total.....	120	1	53	174	3,998	22·97	6,893	10	1,402	8,305	608,485	1 in 73·26
14. Surat	121. Olpar	27	...	10	37	337	9·10	1,395	...	150	1,545	70,531	1 in 45·65
	122. Mandvee	10	..	2	12	268	22·33	441	...	30	471	35,411	1 in 75·18
	123. Chowrasee	29	14	40	83	90	1·08	2,539	1,315	1,200	5,054	118,144	1 in 23·37
	124. Bardolee	22	...	...	22	221	10·04	989	...	...	989	61,311	1 in 61·99
	125. Soopa	18	...	2	20	186	9·30	635	...	25	660	64,233	1 in 97·32

	126. Chiklee	17	...	1	18	176	9·77	544	...	20	564	49,103	1 in 87·06
	127. Bulsar	22	...	2	24	203	8·46	975	...	100	1,075	71,972	1 in 66·95
	128. Pardee	15	...	...	15	161	10·73	641	...	...	641	41,604	1 in 64·90
	Total	160	14	57	231	1,64	7·10	8,149	1,315	1,525	10,999	512,309	1 in 46·57
15. Broach	129. Broach	29	...	11	40	304	7·60	1,676	...	327	2,003	93,100	1 in 46·48
	130. Ahmode	15	...	1	16	186	11·62	561	...	50	611	34,275	1 in 56·09
	131. Wagra	14	...	...	14	306	21·85	264	...	...	264	30,393	1 in 115·12
	132. Jumboosur	21	...	13	34	338	9·94	996	...	560	1,556	75,621	1 in 48·59
	133. Unkleshwur	20	...	2	22	293	13·32	922	...	117	1,039	61,414	1 in 59·10
	Total	99	...	27	126	1,427	11·32	4,419	...	1,054	5,473	294,803	1 in 53·86
16. Kaira	134. Mehmudabad	20	...	13	33	172	5·21	1,668	...	365	2,033	73,369	1 in 36·08
	135. Neriad	30	...	22	52	223	4·28	3,823	...	425	4,248	124,627	1 in 29·33
	136. Anund	23	...	10	33	243	7·36	2,365	...	248	2,613	120,146	1 in 45·98
	137. Borsud	21	...	3	24	217	9·04	1,580	...	108	1,688	117,632	1 in 69·68
	138. Thasra	11	...	12	23	254	11·04	827	...	178	1,005	64,170	1 in 63·85
	139. Kuppurwunj	10	...	10	20	280	14·00	806	...	689	1,495	73,897	1 in 49·42
	140. Matur	14	...	10	24	216	9·00	1,033	...	113	1,146	65,572	1 in 57·21
	Total	129	...	80	209	1,605	7·67	12,102	...	2,126	14,228	639,413	1 in 44·94
17. Punch Mahals.	141. Dohud and Jhallode	8	...	...	8	195	24·37	465	...	...	465	82,376	1 in 134·14
	142. Godra	13	...	...	13	781	60·07	824	...	...	824	51,144	1 in 62·06
	143. Kallole and Hallole	16	...	...	16	333	20·81	1,005	...	...	1,005	42,017	1 in 41·80
	Total	37	...	...	37	1,309	35·37	2,294	...	...	2,294	155,537	1 in 67·80

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		Government.	Inspected.	Unrecognized.	Total.			Government.	Inspected.	Unrecognized.	Total.		
18. Ahmedabad ...	144. Duskrohee	42	6	54	102	345	3·38	3,314	549	3,364	7,227	224,429	1 in 31·05
	145. Dholka.....	16	...	11	27	593	21·96	1,085	...	595	1,680	136,823	1 in 81·44
	146. Dundhooka... ...	20	...	22	42	797	18·97	1,524	...	1,119	2,643	112,187	1 in 42·44
	147. Veerumgaum ...	17	...	8	25	628	25·12	1,079	...	387	1,466	118,540	1 in 80·85
	148. Sanund	9	...	3	12	327	27·25	647	...	220	867	69,478	1 in 80·13
	149. Prantej	15	...	3	18	158	8·77	827	...	205	1,032	88,797	1 in 86·04
	150. Gogo	4	2	...	6	158	26·33	274	157	...	431	64,411	1 in 149,44
	Total.....	123	8	101	232	3,311	14·27	8,750	706	5,890	15,346	814,665	1 in 53·08

Collectorate.	Talooka.	Number of Schools in Talooka.				Area of Talooka in square miles.	Number of square miles to each School.	Number of Children in Schools of Talooka.				Total Population of Talooka.	Proportion of the Population under instruction.
		Government.	Inspected.	Unrecognized.	Total.			Government.	Inspected.	Unrecognized.	Total.		
Kurrachee.	Kurrachee	8	3	8	19	1,484	78·10	749	357	428	1,534	87,199	1 in 56·84
	Thatta	3	...	3	6	1,130	188·3	228	...	170	398	26,493	1 in 66·56
	Ghorabari	1	...	...	1	674	674·	23	...	...	23	15,930	1 in 692·60
	Meerpur Bathora	1	...	...	1	1,000	1,000·	33	...	...	33	33,693	1 in 1,021·00
	Jati	1	...	...	1	1,000	1,000·	25	...	...	25	23,981	1 in 959·24
	Kotree	5	...	1	6	2,672	445·3	227	...	25	252	17,771	1 in 70·52
	Majhand	2	...	...	2	245	122·5	79	...	...	79	14,780	1 in 187·08
	Sowhan	8	...	1	9	509	56·5	430	...	50	480	39,738	1 in 82·78
	Dadu	1	...	...	1	818	818·	78	...	...	78	45,489	1 in 583·19
	Bella	...	...	...	...	630	...	...	...	...	...	16,495	.....
	Mirpur Sakra	...	...	...	...	958	...	...	...	...	...	14,270	.....
	Shah Bander	...	...	...	...	1,000	...	...	...	...	...	20,656	.....
Hydrabad.	Hydrabad	18	1	16	35	420	12·	971	123	755	1,849	47,718	1 in 25·80
	Guni	2	...	10	12	1,280	106·6	80	...	179	259	47,448	1 in 183·19
	Digri	2	...	7	9	1,760	195·5	41	...	115	156	31,520	1 in 202·05
	Tanda Baga	1	...	3	4	896	224·	15	...	46	61	56,000	1 in 918·03
	Halla	5	...	15	20	456	22·8	203	...	346	549	49,245	1 in 89·69

Collectorate.	Talooka.	Number of Schools in Talooka.				Area of Talooka in square miles.	Number of square miles to each School.	Number of Children in Schools of Talooka.				Total Population of Talooka.	Proportion of the Population under instruction.
		Government.	Inspected.	Unrecognized.	Total.			Government.	Inspected.	Unrecognized.	Total.		
Hydrabad—*continued.*	Shahdadpur	1	...	10	11	630	57·2	27	...	121	148	46,077	1 in 311·33
	Allehgar ka Tanda	3	...	8	11	630	57·2	237	...	180	417	56,114	1 in 134·56
	Nowshera	7	...	23	30	686	22·8	328	...	401	729	56,403	1 in 77·37
	Kandiara	4	...	6	10	54	5·4	208	...	91	299	37,624	1 in 125·83
	Mora	1	...	6	7	704	100·5	37	...	24	61	35,490	1 in 581·80
	Naggar Parkar	6	...	...	6	3,780	630·	253	...	...	253	41,040	1 in 162·21
	Mithi	1	...	...	1	1,890	1,890·	85	...	...	85	16,472	1 in 193·78
	Umarcote	2	...	6	8	.....	.....	177	...	121	298	Information not received.	
	Khipra	1	...	8	9	3,000	333·3	24	...	118	142	15,500	1 in 109·15
	Chochra	3	...	...	3	4,884	1,628·	70	...	...	70	25,000	1 in 357·14
	Dipla	1	...	...	1	Information not received.							
Shikarpoor.	Larkhana	6	...	5	11	936	85·	323	...	191	514	15,076	1 in 29·33
	Kambar	3	...	8	11	1,222	111·	99	...	107	206	50,553	1 in 245·40
	Ratta Dra	4	...	4	8	100	12·5	191	...	63	254	19,705	1 in 77·57
	Bakrani	1	...	11	12	79	6·5	36	...	178	214	20,692	1 in 96·69
	Sujawal	...	...	1	1	60	60·	...	...	9	9	15,895	1 in 1,766·11
	Mehar	1	...	12	13	203	15·6	55	...	232	287	30,536	1 in 106·39
	Tharri Mahuliat	1	...	12	13	55	4·2	54	...	135	189	15,823	1 in 83·71
	Kakar	2	...	11	13	126	9·6	89	...	161	250	25,000	1 in 100·00
	Warrat	2	...	8	10	165	16·5	51	...	115	166	23,454	1 in 141·28

Rorri	14	...	15	29	1,500	51·7	690	...	235	925	72,018	1 in	77·85
Pana Akil	1	...	9	10	288	28·8	25	...	172	197	11,000	1 in	55·83
Ghotiki	4	...	9	13	66	5·	137	...	159	296	25,034	1 in	86·60
Mirpur Mahari	2	...	3	5	72	14·4	88	...	56	94	22,139	1 in	235·52
Uhawra	4	...	14	18	561	31·1	172	...	189	361	16,882	1 in	46·76
Shikarpoor	17	...	4	21	780	37·1	1,391	...	108	1,499	56,200	1 in	37·49
Sukkur	4	...	12	16	78	4·8	319	...	284	603	39,345	1 in	65·24
Dakhan	1	...	4	5	191	38·2	32	...	52	84	48,602	1 in	579·30

B.—*Statement showing the number of Schools and Scholars in Towns.*

Name of Town.	Number of Schools in Town.				Number of Scholars in Schools of Town.				Total Population of Town.	Ratio of Children under instructions to Total Population.
	Government.	Inspected.	Unrecognized.	Total.	Government.	Inspected.	Unrecognized.	Total.		
1	2				3				4	5
1st Class.										
Bombay	42	38	98	178	4,566	5,278	5,423	15,267	816,562	1 in 53·48
Ahmedabad	14	6	52	72	1,770	549	3,314	5,639	119,368	1 in 21·16
Surat	17	14	40	71	1,874	1,315	1,200	4,389	90,000	1 in 20·50
Poona	16	18	46	80	1,863	1,308	2,429	5,600	80,416	1 in 14·36
Total	89	76	236	401	10,079	8,450	12,366	30,895	1,106,346	1 in 35·80
2nd Class.										
Hoobleo	7	...	3	10	577	.....	130	707	33,572	1 in 47·48
Broach	7	...	7	14	961	.....	280	1,241	31,207	1 in 25·14
Sholapoor	3	2	12	17	317	33	480	830	28,640	1 in 34·51
Ahmednuggur	8	2	10	20	1,128	71	54	1,253	27,735	1 in 22·13
Belgaum	4	...	5	9	362	.....	250	612	24,366	1 in 39·81
Dharwar	7	...	1	8	595	.....	50	645	24,360	1 in 37·76
Sattara	6	...	14	20	767	.....	483	1,250	22,949	1 in 18·35
Nassick	6	3	12	21	642	229	555	1,426	22,878	1 in 16·04
Neriad	5	...	5	10	957	.....	200	1,157	21,030	1 in 18·17
Dholka	3	...	5	8	334	.....	450	784	20,933	1 in 26·70
Total	56	7	74	137	6,640	333	2,932	9,905	257,676	1 in 26·01
3rd Class.										
Vorumgaum	3	...	5	8	306	.....	322	628	18,414	1 in 29·50
Omreth	5	...	3	8	566	.....	151	717	13,724	1 in 19·14
Kuppurwunj	3	...	4	7	219	.....	510	729	13,475	1 in 18·48
Punderpoor	2	...	5	7	186	.....	334	520	13,283	1 in 25·54
Malwan	4	...	5	9	385	.....	122	507	12,579	1 in 24·81
Kaira	4	...	2	6	446	.....	171	617	12,539	1 in 20·32
Parolla	2	2	3	7	201	201	75	477	12,308	1 in 25·80
Yeola	4	...	8	12	315	.....	235	550	12,259	1 in 22·28
Carried forward	27	2	35	64	2,624	201	1,920	4,745	108,581	.....

Name of Town.	Number of Schools in Town.				Number of Scholars in Schools of Town.				Total Population of Town.	Ratio of Children under instruction to Total Population.
	Government.	Inspected.	Unrecognized.	Total.	Government.	Inspected.	Unrecognized.	Total.		
1	2				3				4	5
Brought forward ...	27	2	35	64	2,624	201	1,920	4,745	108,581	.....
3rd Class—contd.										
Bagalkote	3	...	5	8	235	.....	180	415	12,242	1 in 29·49
Jamboosur	3	...	3	6	226	.....	165	391	11,773	1 in 30·11
Chopra	1	1	3	5	218	218	88	524	11,767	1 in 22·45
Bhewndy.....	2	...	6	8	214	.....	160	374	11,760	1 in 31·44
Borsud.....	1	...	2	3	168	.....	88	256	11,176	1 in 43·65
Waee	4	...	7	11	304	.....	247	551	11,163	1 in 20·25
Dhoolia	6	4	2	12	689	428	82	1,199	10,670	1 in 8·90
Vingorla	4	...	7	11	259	.....	276	535	10,618	1 in 19·84
Mahooda.....	6	...	1	7	651	.....	30	681	10,552	1 in 15·49
Ratnagiri	5	1	2	8	880	13	118	1,011	10,064	1 in 9·95
Ranibednoor	1	...	...	1	122	.....	.....	122	10,031	1 in 82·22
Bassein	3	...	3	6	276	.....	70	346	9,758	1 in 28·20
Dhundooka.....	2	...	5	7	280	.....	300	580	9,608	1 in 16·56
Tanna	5	...	6	11	514	.....	167	681	9,436	1 in 13·87
Total.....	73	8	87	168	7,660	860	3,891	12,411	259,199	1 in 20·88
4th Class.										
Poona.										
Jooneer	2	...	3	5	173	.....	240	413	9,739	1 in 23·58
Indapoor.....	1	...	2	3	86	.....	105	191	6,870	1 in 35·96
Kheir	1	...	1	2	102	.....	60	162	6,162	1 in 38·03
Tallegaum (Dhumdhere)	2	...	3	5	130	.....	67	197	6,124	1 in 31·08
Seroor.										
Seroor.....	1	...	1	2	49	.....	40	89	6,078	1 in 68·29
Sholapoor.										
Kurkumb	1	...	1	2	87	.....	55	142	7,848	1 in 55·20
Carried forward	8	...	11	19	627	.....	567	1,194	42,821	... .

Name of Town.	Number of Schools in Town.				Number of Scholars in Schools of Town.				Total Population of Town.	Ratio of Children under instruction to Total Population.
	Government.	Inspected.	Unrecognized.	Total.	Government.	Inspected.	Unrecognized.	Total.		
1	2				3				4	5
Brought forward...	8	...	11	19	627	.....	567	1,194	42,821	.....
4th Class—contd.										
Ahmednuggur.										
Sungumnair	3	...	4	7	272	.....	222	494	7,725	1 in 15·63
Sinnur.....	1	...	2	3	112	.....	125	237	7,508	1 in 31·67
Pathurdee	1	...	2	3	136	.....	60	196	6,825	1 in 34·82
Khurda	1	...	2	3	126	.....	110	236	6,240	1 in 26·44
Vinchoor.....	1	...	1	2	115	.....	45	160	6,129	1 in 38·30
Shreegoonda	1	...	1	2	102	.....	30	132	5,900	1 in 44·69
Sattara.										
Tasgaum.....	1	...	4	5	129	.....	145	274	9,916	1 in 36·19
Kurrar.....	3	...	3	6	191	.....	95	286	9,663	1 in 33·78
Mhuswar.....	1	...	1	2	102	.....	22	124	7,125	1 in 57·46
Islampoor	1	...	2	3	99	.....	51	150	6,282	1 in 41·88
Kalladghi.										
Beejapoor	4	...	2	6	235	.....	40	275	8,891	1 in 32·33
Gooladgood	4	...	2	6	119	.....	84	203	8,221	1 in 40·49
Itkul	1	...	4	5	58	.....	176	234	7,357	1 in 31·44
Talicote	1	...	2	3	90	.....	46	136	6,306	1 in 46·36
Soolibhavee	1	...	3	4	66	.....	100	166	6,264	1 in 37·73
Mungoleo	1	...	4	5	72	.....	30	102	5,975	1 in 58·57
Beljaum.										
Gokak	2	...	5	7	157	.....	145	302	9,716	1 in 32·17
Athnee	3	...	2	5	174	.....	75	249	9,451	1 in 37·95
Nipani.....	1	...	...	1	101	.....	.....	101	8,500	1 in 84·15
Hongul	...	...	...	...	.....	.....	.....	.....	.....	.....
Sownduttee	3	...	1	4	253	.....	30	283	7,007	1 in 24·75
Sudulgay.....	1	...	...	1	62	.....	.....	62	6,011	1 in 96·95
Carried forward...	41	...	58	102	3,398	.....	2,198	5,596	199,833	.....

Name of Town.	Number of Schools in Town.				Number of Scholars in Schools of Town.				Total Population of Town.	Ratio of Children under instruction to Total Population.
	Government.	Inspected.	Unrecognized.	Total.	Government.	Inspected.	Unrecognized.	Total.		
1	2				3				4	5
Brought forward ...	44	...	58	102	3,398	.....	2,198	5,596	199,833	.....
4th Class—contd.										
Dharwar.										
Nurgoond	2	...	...	2	151	.....	.....	151	9,547	1 in 63·82
Bettigerree	2	...	...	2	203	.....	.....	203	9,502	1 in 46·80
Dumbul.										
Nowlgoond	1	...	...	1	101	.....	.....	101	9,095	1 in 90·05
Gudduk	2	...	1	3	172	.....	25	197	8,011	1 in 40·66
Annigerree	1	...	...	1	60	.....	.....	60	6,801	1 in 113·35
Moolgoond	1	...	...	1	106	.....	.....	106	6,419	1 in 60·55
Bunkapoor	1	...	2	3	15	.....	110	125	6,392	1 in 51·13
Canara.										
Carwar.....	...	...	...	...	.....	.....	.....	.....	.....	.....
Coompta	3	...	1	4	143	.....	27	170	7,457	1 in 43·86
Ankola.....	1	...	1	2	70	.....	15	85	6,349	1 in 74·69
Colaba.										
Rewadanda.....	1	...	3	4	134	.....	67	201	6,215	1 in 31·07
Khandeish.										
Errondole	2	2	1	5	371	371	15	757	9,503	1 in 12·55
Dhurrumgaum	1	1	1	3	251	251	45	547	9,222	1 in 16·85
Nasseerabad	1	1	1	3	333	333	33	699	9,179	1 in 13·13
Malleygaum	3	2	...	5	392	276	.....	668	8,913	1 in 11·84
Fezpoor	1	1	...	2	245	245	.....	490	7,689	1 in 15·69
Sowda	1	1	...	2	224	224	.....	448	7,674	1 in 17·12
Amalnair.....	1	1	2	4	207	207	47	461	7,582	1 in 16·44
Yawal	1	1	...	2	194	194	.....	388	7,206	1 in 18·57
Nandoorbar.....	1	1	...	2	225	225	.....	450	6,481	1 in 14·40
Carried forward	71	11	71	153	6,995	2,326	2,582	11,903	349,100	.....

Name of Town.	Number of Schools in Town.				Number of Scholars in Schools of Town.				Total Population of Town.	Ratio of Children under instruction to Total Population.
	Government.	Inspected.	Unrecognized.	Total.	Government.	Inspected.	Unrecognized.	Total.		
1	2				3				4	5
Brought forward ...	71	11	71	153	6,995	2,326	2,582	11,903	349,100	.....
4th Class—contd.										
Tanna.										
Panwell	2	...	5	7	153	.....	150	303	8,944	1 in 29·51
Cullian.....	2	...	3	5	342	.....	80	422	7,753	1 in 18·37
Surat.										
Anklesur.....	4	...	1	5	329	.....	50	379	8,085	1 in 21·33
Balsar	6	...	2	8	498	.....	100	598	7,923	1 in 13·24
Randier	2	...	8	10	168	.....	109	277	6,759	1 in 24·40
Broach.										
Ahmode	2	...	1	3	116	.....	50	166	5,372	1 in 32·36
Kaira.										
Memudabad	2	...	3	5	266	.....	110	376	7,583	1 in 20·16
Dakore	1	...	1	2	180	.....	80	260	7,251	1 in 27·88
Anund.....	1	...	2	3	216	.....	60	276	7,181	1 in 26·01
Chuklasee	2	...	...	2	127	.....	.....	127	6,629	1 in 52·19
Ahmedabad.										
Prantej	2	...	2	4	187	.....	180	367	9,081	1 in 24·75
Gogo	2	2	...	4	192	157	.....	349	7,637	1 in 21·88
Morassa	2	...	1	3	247	.....	40	287	6,858	1 in 23·89
Dhollera	2	...	5	7	243	.....	510	753	6,430	1 in 8·53
Punch Mahals.										
Godra	4	...	...	4	451	.....	.....	451	9,172	1 in 20·33
Dohud	2	...	...	2	258	.....	.....	258	8,978	1 in 34·79
Total.....	109	13	105	227	10,968	2,483	4,101	17,552	470,739	1 in 26·81
Grand Total.....	327	104	502	933	35,347	12,120	23,290	70,763	2,093,960	1 in 29·59

APPENDIX K.

PROSPECTUS FOR POONA CIVIL ENGINEERING COLLEGE.

EDUCATIONAL DEPARTMENT.

The following Prospectus for the Poona Civil Engineering College is published for general information :—

CIVIL ENGINEERING COLLEGE, POONA.

PROSPECTUS.

The Poona Civil Engineering College is divided into three Departments, viz. :—

I. First or University Department.
II. Second Department.
III. Vernacular Department.

First Department.

Matriculated students of the University of Bombay or of some other recognized University are alone admissible to this Department. The course of instruction extends over a period of three years, at the end of which time students, who may have complied with the University and College Regulations, are permitted to present themselves at the University Examination for the Degree of Licentiate in Civil Engineering. (For particulars as to keeping of terms, &c., see the "Bombay University Calendar.")

2. The First Department consists of three classes :—

1. Junior class.
2. Middle class.
3. Senior class.

To rise from the Junior class to the Middle a student must have kept two terms in the College, and must also have passed an examination in the subjects studied by his class during the junior year.

To rise from the Middle to the Senior class a student must have passed the First Examination in Civil Engineering, which is held annually by the University on the 4th Monday in November.

N.B.—In order that a student may obtain permission from the Principal of the College to present himself at either of the University Examinations (F.C.E. or L.C.E.) it is necessary for him to have obtained credit for the number of terms required by the University Regulations, and also to have answered satisfactorily at the several Terminal and Weekly Examinations held at the College during the preceding year.

Fellowships.

Two Fellowships, each of the value of Rs. 50 per mensem, and tenable for two years, are attached to the College. The Fellows are appointed by the Director of Public Instruction, and assist in teaching the lower classes while prosecuting their own studies for the higher Examinations.

Scholarships.

The following Scholarships, tenable for one year only, are annually open to competition in the First or University Department :—

A.—*Junior Class Scholarships.*

1 of Rupees 10 per mensem.
2 of Rupees 8 per mensem.
1 of Rupees 7 per mensem.
1 of Rupees 6 per mensem.
2 of Rupees 5 per mensem.

The Examination for these Scholarships will be held on the second Monday in January in each year. The subjects of examination are as follows :—

I.—*Mathematics.*

(*a*) Arithmetic (the whole course).
(*b*) Algebra (to end of Simple Equations).
(*c*) Euclid (Books I., II., III., IV., and VI., with Deductions.

B.—*Middle Class Scholarships.*

1 of Rupees 12 per mensem.
1 of Rupees 10 per mensem.
2 of Rupees 8 per mensem.
1 of Rupees 7 per mensem.

The Examination for the Middle Class Scholarships will be held at the College on the First Monday in December in each year.

The subjects appointed for Examination are as follows :—

I.—*Mathematics.*

(*a*) Arithmetic.—The whole course (Colenso).
(*b*) Algebra.—To end of Quadratic Equations.
(*c*) Euclid.—The first 4 and the 6th Books, and first 21 Propositions of 11th Book, with Deductions.
(*d*) Trigonometry.—Solution of Plane Triangles (Todhunter, to page 200).
(*e*) Conic Sections.—The Parabola (Goodwin's course).
(*f*) Analytical Geometry.—The Point, Straight Line, and Circle (Todhunter, Chapters I., II., III., V., and VI.).

II.—*Experimental and Natural Science.*

(*a*) Elementary Chemistry.
(*b*) Heat, Dilatation, Construction of Thermometers and Pyrometers, Latent Heat.

III.—*Engineering.*

(*a*) Roads.
(*b*) Properties and strength of Materials.
(*c*) Surveying with Compass and Chain.
(*d*) Drawing.

Marks will be given for the Drawings executed at the College during the year preceding the Examination.

C.—*Senior Class Scholarships.*

1. Frere Scholarship, value Rs. 25 per mensem.
2. 1 Scholarship of Rupees 15 per mensem.
3. 1 Scholarship of Rupees 10 per mensem.

The above mentioned Scholarships will be annually awarded, immediately after the First Examination in Civil Engineering, according to the marks obtained by students at that Examination.

FEES.

Students of this Department will be required to pay a College fee of Rs. 5 per mensem.

INDUCEMENT OFFERED BY GOVERNMENT.

Government has annually guaranteed one appointment in the Engineering Branch of the Public Works Department to that student who shall obtain most marks in passing the University Examination for Licence in Civil Engineering.

Second Department.

Students desirous of joining this Department will apply to the Principal before the 1st of September in each year. Application should be made in the accompanying Form, and should be signed by the Head Master of the School in which the candidate has last studied:—

Name of Candidate.	Age.	School or Schools at which educated.	Name, Profession, and Residence of Father or next of Kin.	REMARKS.

The Entrance Examination will be held once a year, commencing on the second Monday in September at 11 o'clock A.M.

Candidates will be examined in the following subjects:—

I.—*Mathematics.*

(*a*) Arithmetic (Colenso's course).
(*b*) Algebra (to the end of Simple Equations).
(*c*) Euclid (First 4 Books).

II.—*Elementary Natural Science.*

Laws of Chemical Combination, Atomic Theory, General effects of Heat on Matter.

III.—*English.*

(*a*) English Grammar and Parsing.
(*b*) Writing from dictation.

Matriculated students of the University of Bombay will be admitted without examination.

2. This Department consists of a Junior and a Senior Class:—

To rise from the Junior to the Senior Class a student must have obtained credit for attendance at the several lectures prescribed for his class, and must have answered satisfactorily at the Weekly and Terminal Examinations held during the first year of the course of this Department.

SCHOLARSHIPS.

Scholarships of the following values are annually open by competition to the students of this Department:—

A.—*Junior Class Scholarships.*

2 of 6 Rupees per mensem.
5 of 5 Rupees per mensem.

These Scholarships will be awarded according to the marks obtained at the Entrance Examination.

B.—*Senior Class Scholarships.*

1 of Rupees 9 per mensem.
1 of Rupees 8 per mensem.
1 of Rupees 7 per mensem.
1 of Rupees 6 per mensem.
2 of Rupees 5 per mensem.

The Examination for these Scholarships will be held annually on the first Monday in December.

Candidates will be examined in the following subjects:—

I.—*Mathematics.*

(*a*) Arithmetic.—The whole course (Colenso).
(*b*) Algebra.—To the end of Quadratic Equations.
(*c*) Euclid.—The first 4 and the 6th Books.
(*d*) Trigonometry.—Solution of Plane Triangles (Hann).
(*e*) Conic Sections.—The Parabola (Goodwin's course).

II.—*Experimental and Natural Science.*

(*a*) Elementary Chemistry.
(*b*) Heat, Dilatations, Construction of Thermometers and Pyrometers, Latent Heat.

III.—*Engineering.*

(*a*) Roads.
(*b*) Properties and strength of Materials.
(*c*) Surveying with Compass and Chain.
(*d*) Drawing.

Marks will be given for the Drawings executed at the College during the year preceding the Examination.

The course of study in this Department extends over a period of two years, at the end of which period students who shall pass the Final Examination will obtain College certificates. These certificates, according to Government Resolution No. 191, dated 12th April 1869, will qualify for admission to the Upper Subordinate Establishment of the Public Works Department for a period of three years from the date of certificate. Candidates for College certificates will be examined in the following subjects:—

I.—*Mathematics.*

(*a*) Arithmetic from First Principles (Colenso's course).

(*b*) Algebra.—To the end of Quadratic Equations, with Proportion and Progression, Permutation and Combinations (Colenso's course, Part I).

(*c*) Euclid.—The first 4 and the 6th Books, with the Definitions of the 5th, and with Simple Deductions.

(*d*) Plane Trigonometry.—Solution of Plane Triangles, with Expressions for the Area and Measurements of Heights and Distances (Hann's course).

(*e*) Nature and use of Logarithms.

(*f*) Mensuration.—Measurements of Surfaces and Solids (Chambers's Practical Mathematics).

II.—*Applied Mathematics.*

Composition and Resolution of Forces, the Mechanical Powers, Friction, and application of the same to framing in Carpentry, determining the thickness of Piers and Abutments and Retaining Walls.

III.—*Geodesy.*

Adjustment and use of Surveying Instruments, viz. Prismatic Compass, Theodolite, Dumpy and Y Levels.

N.B.—Knowledge of Surveying and Levelling to be tested by performance in the Field.

IV.—*Experimental Science.*

(*a*) Elementary Chemistry.

(*b*) Heat.

(*c*) Electricity and Magnetism (Ferguson's Treatise).

V.—*Engineering.*

(*a*) Roadmaking (Roorkee Treatise, Ford's Notes, Chapter VII.).

(*b*) Strength of Materials, with Properties of the same (Roorkee Treatise, Nos. I. and II.).

(*c*) Principles of Construction of Buildings and Bridges (Roorkee Treatise, No. VI.)

(*d*) Neatness and accuracy in Drawing.

(*e*) Estimating of simple Buildings.

VI.—*Carpentry.*

Each candidate will be required to execute in the Workshops a simple piece of work, such as squaring a piece of timber accurately, cutting a mortise and tennon, &c., &c.

FEES.

Students of the Second Department will be required to pay monthly a College Fee of Rs. 3.

INDUCEMENT OFFERED BY GOVERNMENT.

Government has annually guaranteed three appointments in the Upper Subordinate Establishment of the Public Works Department to the first three successful students of the Second Department in order of merit.

Third or Vernacular Department.

In this Department instruction is conveyed to students through the medium of the Marathi language. The Entrance Examination annually takes place on the third Monday in March, and the result of the Examination is declared on the second Monday in April. Candidates desiring admission should apply to the Principal before the 1st of March in the following form :—

Name of Candidate.	Age.	School or Schools at which educated.	State whether a Tradesman or otherwise.	REMARKS.

Candidates for entrance into this class will be required to produce a second class certificate for entrance into the lower grades of the public service. Those who can speak and write English with decent facility will, *cæteris paribus*, be preferred.*

The candidates will also be examined practically in the Workshops, in order to test their proficiency in some trade.

Scholarships.

Scholarships will be awarded to the students according to the marks obtained at the Entrance Examination. The following Scholarships are open annually to competition :—

1 of Rupees 6 per mensem.
1 of Rupees 5 per mensem.
2 of Rupees 4 per mensem.
2 of Rupees 3 per mensem.

The course of study in this Department is for one year only, at the end of which time students who may be qualified will receive certificates from the Principal. The subjects for the Final Examination are as follows :—

I.—*Mathematics.*

(*a*) Arithmetic—Elementary Rules ; Rule of Three ; Fractions, Vulgar and Decimal.
(*b*) Mensuration.
(*c*) Practical Geometry.

II.—*Engineering.*

(*a*) Building Materials.
(*b*) Construction of Building.
(*c*) Simple designing and estimating.
(*d*) Carpentry.
(*e*) Surveying and Levelling.
(*f*) Drawing.

Marks will be given for the Drawings executed at the College during the year preceding the Examination.

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* *Note.*—It is found that passed students who know a little English are invariably employed before those who know none.

Candidates will be required to exhibit the models made by them in the Workshops during the preceding year, and will also be tested in the Workshops as to their proficiency in Carpentry, &c.

Fees.

Students of the Vernacular Department are exempted from the payment of a College fee.

Inducement offered by Government.

Government has annually guaranteed three appointments in the Lower Subordinate Establishment of the Public Works Department to the first three successful students of this Department in order of merit.

(Signed) Theodore Cooke, M.A., M.I., F.G.S.,
Principal.

By order of the Right Honourable the Governor in Council,

E. H. PERCIVAL,
Acting Under Secretary to Government.

Bombay Castle, 22nd December 1869.

APPENDIX L.

REGULATIONS OF THE GOVERNMENT SCHOOL OF LAW.

The following Regulations for the Government School of Law are published for general information :—

The yearly courses of Lectures in the Government Law School will in future be divided into two terms, corresponding to the University terms in Arts. To make up a year's attendance, as required by the University By-laws, a student must attend during one first and one second term.

2. The Law students will be divided into three classes, viz. :—

I. The Jurisprudence Class, into which students will be admitted on first joining the School.

II. The Junior Law Class, comprising Law students who have kept two terms in the Law School and passed the examination at the end of the Jurisprudence course.

III. The Senior Law Class, comprising students who have kept four terms in the Law School.

3. The course in each Class shall comprise two terms or one Academic year, which shall commence at the beginning of the first term in Arts in November.

4. Fees shall be levied in the Law School at the following rates :—

In the Jurisprudence Class, Rs. 2-8-0 per mensem.

In the Junior and Senior Law Class, Rs. 5 per mensem.

5. The following class of students only shall be exempted from fees :—

Students who, having entered the Law Class after passing the F.A. Examination, are paying for the same term the full fee of a Government Arts College, and are able to prove to the satisfaction of the Principal of the College, and of the Government Law Professors, that their circumstances are such as to require exemption from the Law Class fee.

6. The above fees shall be paid from the beginning of the second term of 1870 by all students who entered the Law Class at the beginning of 1870, and by all students who enter it in future.

7. The Examination of the Jurisprudence Class shall in future be held on the first Wednesday in November.

J. B. PEILE,
Director of Public Instruction.

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